

The Catholic School Journal

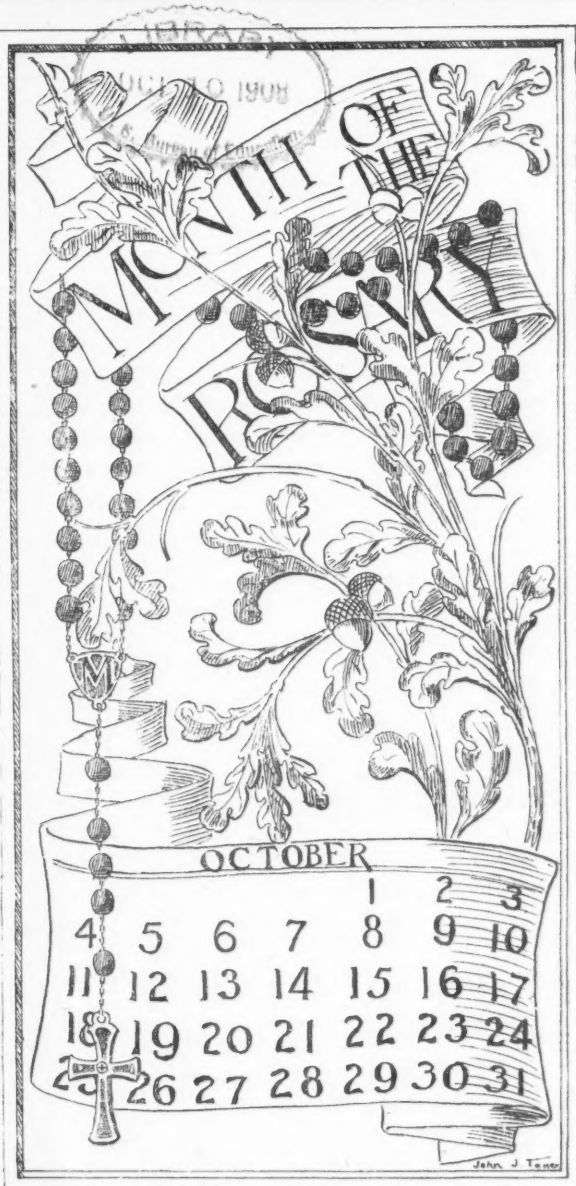
A Monthly Magazine of Educational Topics and School Methods



COLUMBUS DAY OCTOBER 12
MAY BE A NATIONAL HOLIDAY

When Congress reconvenes in December one of the matters to come before it will be the various Discovery Day bills introduced at the first session. It was hoped that these bills would receive consideration before adjournment but the fact that they did not has spurred to keener effort those who are leading the campaign to secure proper recognition of the achievements of the great Columbus.

The chief interest in the proposed Discovery Day legislation centers at the present time in a joint resolution introduced in the House of Representatives, shortly before the adjournment of Congress, by Hon. Joseph A. Goulden, of New York, making October 12, a national holiday and designating it Discovery Day. The resolution is in the hands of the committee on judiciary.



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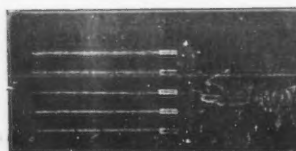


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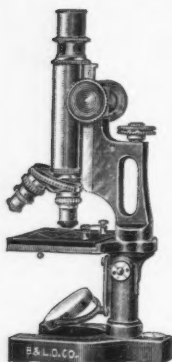
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October—Month of Holy Rosary and The Angels.

The church celebrates the feast of the Holy Rosary on the first Sunday of October, and Pope Leo XIII ordered that the Rosary be recited each day during the month. The feast of the Guardian Angel is celebrated on the second of October; thus two devotions are practised during this month. Both in the Old and New Testaments the Holy Scriptures teach us that the holy angels protect us. The Church encourages us in devotion to the angels, for in the breviary she has authorized a votive office in honor of these heavenly spirits, on every Monday when there is no special festival to be celebrated. Teachers should, therefore, take occasion to give their classes a talk on the subject of the angels in general and the guardian angel in particular.

Some Friday afternoon early in the term let a talk be given on the little courtesies of life, taking up in detail good behavior at home, at the table, in the street, at school, at church, etc. Show the boys how to be gentlemen in these different places and the girls how to be ladylike upon all occasions, and insist that in their school intercourse the pupils treat one another as ladies and gentlemen. Teach them to be obedient and respectful to teachers, parents, etc. Make it a pleasure for them to do some little favor or courtesy to anyone they happen to meet. Teach them the Golden Rule in its full meaning in a way it cannot be forgotten. Remind them of their shortcomings and transgressions occasionally in a pleasant way, and you will be surprised to find how much can be accomplished in this direction.

Teachers Who Waste Time: We have seen teachers spend from ten minutes to half an hour of time of the entire school before they could obtain the military precision in the "ranks" or lines, or at the desks, that would satisfy their undue desire for mechanical perfection. Though mechanical perfection is not to be despised, it must not be over-rated. You must judge for yourself just how far you are at liberty to sacrifice other things for it.

Another form of time-wasting characteristic of some teachers is the asking of unnecessary questions. It is told of one teacher who regularly interjected the following questions into the recitation: "All that think this answer is right, may rise. Now all that think it is not. All that have no opinion about it. Sit." While such a formula

might be a good one for special occasions, it is not the thing for everyday class work.

Good Discipline is the First Condition of a Good School: It should, however, be pointed out that our ideal of discipline has changed very much in recent years. Even a lay visitor may discover instinctively the spirit that pervades a schoolroom. At the present time we scarcely expect to find any schoolroom ruled by fear. No teacher would desire or dare to punish indiscriminately, as in the olden time. Teachers that are recognized both by parents and their associates as being among the best seldom—many never—strike a blow.

The rooms of such teachers are always in perfect order. There is freedom, but not license. Children are always attentive during recitation and hard at work during the study period. There is a spirit of co-operation and good will everywhere visible. The art of teaching is here at its best. The child progresses. He likes to work, he likes to attend school. The moral, intellectual and social conditions are of the best sort. While at school, the child is still at home; he is in good society; he is stimulated to put forth his best effort; he is an observer, a reader, a thinker, a hard worker. This picture is not overdrawn. It can be verified a hundred times and more in our schools. Teachers of this type are increasing in number by the very force of public sentiment, and by the sentiment that exists in the profession itself.

Things That You Can Do With Chalk: Saturate the end of a crayon in mucilage and the lines made will be permanent so far as erasure by an ordinary eraser is concerned, but they can be removed by means of a damp sponge or cloth.

For a music or writing staff this is a great convenience, for if the board is ever needed for other work the lines can be removed more easily than painted lines.

In map drawing, a permanent outline can thus be made, and used as long as it is needed, the pupils filling in the details which can be erased, leaving the outline ready for use each day.

It is Unwise to Talk to a Child of His Shortcomings Before the Class: Many an incorrigible case has had its origin in a "roast" given before the class by a petulant teacher. Had she commanded some point of worth in his work or conduct first and then dwelt upon the defective part and his wrong-doing, explaining what was desired, the conditions for improvement would be much better. Make your class feel that you are satisfied and hopeful and they will meet your expectations. Tell them they are a lot of little rascals and they will justify your estimate. A teacher needs the skill of a diplomat as well as the patience of a Job to work out the salvation of certain pupils, but right methods win, in the end.

The School Program: An investigation of the school curriculum and its effect upon the child's physical condition has led to a number of interesting, if not thoroughly conclusive, results. The longest period which a child of five to seven years should be expected to have for a given exercise should not exceed fifteen minutes. For a child of seven to ten years it should not exceed twenty minutes; for a child from ten to twelve, not over twenty-five; and from twelve to sixteen, not more than thirty. These figures have been approved both by experiment and experience. They are maxima for all confining exercises. With regard to the exercises which are the most

Owing to a combination of circumstances this number of The Journal is somewhat late in getting to our readers. It is our purpose to have future numbers reach subscribers about the first of each month.

fatiguing, arithmetic and language, as may be generally supposed have proved most so. But rather to the surprise of most teachers, careful experiments have ranked physical culture exercises with these subjects. In justice to physical culture, it should, however, be remembered that this is the case where it is continued for the same length of time as the other exercises, which rarely happens in this country. Still, the experiments show that gymnastics are not as restful as has been thought.

Fathers and Doctors of The Church. The great Doctors and Fathers of the Church are: St. Athanasius, (373); St. Basil, (379); St. Gregory Nazianzen, (390); and St. John Chrysostom, (407), of the Greek church; then St. Ambrose, (379); St. Jerome, (420); St. Augustine, (430); and St. Gregory, (604). Since the end of the thirteenth century have been added St. Leo the Great, St. Cyril of Alexandria, St. Peter Chrysologus, and St. John Damascene, and according to some writers St. Bernard and St. Thomas.

Doctors yet not classed as Fathers of the Church are: St. Isadore, of Seville; St. Peter Damian, St. Anselm, of Canterbury; St. Bernard, St. Thomas Aquinas, St. Bonaventure, St. Alphonsus, and St. Francis de Sales. The ages of the fathers extends over the first seven centuries. Among the ecclesiastical writers are enumerated Origen, Tertullian, Rufinus, Cassian and Theodoret. Their contributions are accepted, though for some causes they are regarded lacking in some required qualifications in the writer. The Christian writers do not treat theological matters exclusively, nor yet as teachers; but furnish valuable testimony to the practice of the early church, thus corroborating the teaching of the ecclesiastical writers.

Visits to different schools at this time of the year afford most effective lessons as to the importance of ventilation for the mental as well as the physical welfare of pupils. In some classrooms you will find the children with flushed cheeks, listless, drowsy and unusually stupid because of the vitiated air. Elsewhere you will find the pupils bright, eager and joyful in their work, and it will be readily apparent that in this school the matter of ventilation receives proper consideration. Principals, teachers and janitors must all give attention to the ventilation of the school.

The true relation of teacher and pupil is one of mutual respect and confidence. The ideal teaching relation between teacher and pupil is born of a love of children, faith in humanity and a spirit of sympathetic helpfulness on the part of the teacher. The atmosphere and environment of a schoolroom should be more cordial and inspiring than the atmosphere and environment of a cold-storage warehouse.

CATHOLIC PRACTICES FOR CHILDREN.

Teach the children how to spend the day in a Christian manner; to bless themselves when awakening; to dress themselves modestly; to take holy water and then to kneel down, and to recite a few prayers, especially the Our Father and Hail Mary, the Apostles' Creed, the Acts of Faith, Hope and Charity; to offer up all their words, thoughts, and deeds of the day to the greater glory of God, and to unite them with the sufferings and death of Our Lord Jesus Christ; to pray before and after meals; to make frequent aspirations during the day (for example, "Sacred Heart of Jesus, have mercy on me," "Immaculate heart of Mary, pray for me," "My holy angel, protect me"); to invoke the holy names of Jesus and Mary and Joseph in temptations; to examine their conscience at night and to make an act of perfect contrition; to sprinkle their bed with holy water, and to think of God and our blessed Mother before falling asleep. Thus the children will be taught how to use the means that God has given us to lead a virtuous life and to attain the end for which He has placed us in this world.—Bishop Stang.

COMMON ERRORS TO BE CORRECTED.

Some educators say we should never place false forms before the pupils, but when questioned closely it usually turns out that they mean "hardly ever." Here is a list of wrong expressions, some of which are probably com-

mon among your pupils. If you are sure that the children do not make these mistakes—nor others like them—then you will have no use for this column; but if you recognize in this list grammatical or rhetorical slips which are common in your neighborhood, your pupils may profitably spend some time in pointing out just what the errors are and what the right form is. Even if you should write some of them on the board for correction the chances are not great that you will thus create an abnormal appetite for forbidden fruit. If at first glance some of them seem to you to be right then there is a good reason why you should examine the list thoughtfully. They are all wrong but one.

1. Neither of them were there. 2. This is longer nor that. 3. I have not received a letter this three days. 4. Every one of them are black. 5. Come here quick. 6. Have either of you a pencil? 7. That dress looks badly. 8. He won't give me none of his flowers. 9. Has either of your three friends arrived? 10. The army marched rapid. 11. Who did you invite? 12. No less than fifty persons were present. 13. Can I see your pictures? 14. This twenty years have I been with you. 15. He is much better than me. 16. It is not him I don't think. 17. Don't your father know me? 18. He says he never got no picture from you. 19. You are stronger than him. 20. Neither the house nor the garden were sold. 21. He is an uncommon tall men. 22. They are coming to see my brother and I. 23. It isn't true what he said. 24. He has some friends which I know. 25. Begin it over again.

THE WORDS YOU MISSPELL.

A hundred students were given these words to spell, words that were familiar to them; the figure set opposite each word indicates the number who misspelled that particular word. Try it in your school and see how the results compare with these:

reminiscence	50	competitor	10
indispensable	40	accumulate	6
intermittent	33	admissible	20
irresistible	50	exhilarate	25
belligerent	50	occurrence	33
spontaneous	2	effervesce	33
permissible	25	exaggerate	8
perceptible	33	prejudice	25
controversy	3	supervise	5
inflammable	33	supersede	50
existence	25	fascinate	20
conscious	20	criticise	12
recipient	25	eccentric	25
efficient	10	particle	8
competent	25	blamable	5
plausible	10	occasion	10
civilize	5	describe	10
tangible	20	symmetry	40
accessory	10	separate	8
intercede	16	license	25
intersperse	20	pittance	12
counterfeit	10	nuisance	5
accommodate	8	judgment	10
acclamation	17	naphtha	10
assassinate	10	embarrass	5

Another List—Try It.

If your advanced class can spell these words they have been exceptionally well trained:

separate	metallic
discrepancy	harass
corroborate	embarrass
repetition	commodities
eligible	recommend
emanate	supersede
guard	indelible
gauge	until

***The great value of The Journal to religious teachers throughout the country is that it brings to them each month the ideas and suggestions of a great number of experienced and competent educators. Our readers are members of a continuous institute, sharing in the benefits of lectures by a great array of pedagogical talent, without the expense and inconvenience of traveling to a convention.

Catholics in Exploration and Discovery

Columbus, Leif Erikson, Balboa, Cabot, Pizarro and Cortez Are Among the Names of Great Catholic Explorers

By K. D. Vanander, A. B.

WHETHER you consider Columbus the discoverer of America, or Leif Erikson, America owes its gratitude to Catholics. Every one knows that Christopher Columbus was a Catholic, but it is not generally appreciated that the Norseman Leif, who landed on American soil about the year 1000, had been baptized a few years before in Norway.

Not only was a Catholic the first to land on American soil, but Adam, of Bremen, a Catholic priest, was the first to take historical notice of the fact.



Within the next fifty years after Columbus had found our shores the Atlantic coast line of the Americas had been pretty fully traced out. Intrepid explorers had plunged into the unknown and mysterious interior. North America had been visited as far north as latitude 40, and the Pacific coast from the regions of Panama to 43 degrees north. Most remarkable of all, the difficult interior of South America had been entered almost as far as we have managed to get today.

Subsequent exploration of modern times had been eerily along the tracks and trails blazed out by these indomitable pioneers.

The results achieved by the seafarers and monks in those days, when Europe had but small means and when weapons and instruments were not precise and maps and charts did not exist, seem almost fabulous.

Great Names of Columbian Period.

The great names of the Columbian epoch beginning with Columbus himself, are Catholics. Amerigo Vespucci, Solis, Cabot (father and son), Bartolome de Ojeda, the Pinzons, were the great navigators. There was also Juan de la Cosa, a pilot, who made the earliest map of what had been found at that time of the American continent. Magellan led the first expedition through his straits to the Philippines. Up to that time nobody knew that South America came to a point at the south, and did not run on to the South Pole.

Brazil was discovered accidentally by Pedro Alvares Cabrol in 1500, who took possession of it in the name of the Catholic crown of Portugal. All of these great achievements placed a little fringe of European population on American soil before the great religious dissensions burst out in Europe. This fringe of settlements was the starting point for further and more thorough explorations or the final conquest of population and civilization of the Americas.

Explorations Around Gulf Region.

The founding of Panama and of Nicaragua were bases of exploration along the Pacific coast north and south. Ponce de Leon landed in Florida. Balboa sailed along the northwestern coast of Colombia. Cordova investigated Yucatan. Grizalva followed this up with more minute information. All these men were Catholics, and so was Cortez, whose conquest of Mexico was the central point from which European civilization spread in all directions.

As Bandelier says: "The political and military sides of the exploration are not part of the Church's work, but it is intimately connected. Individual efforts were made to penetrate the unknown, and the Catholic priest, regular as well as secular, was, through his daring journeys,

in quest of unconverted souls, often the advance scout of civilization, while at the same time he enlarged the field of geographic knowledge. The attempts by Ponce de Leon and Aylion (1521 and 1526) to hold the coast of the southern United States preceded the still more disastrous one by Narvaez (1527).

First Trans-Mississippi Expedition.

That unfortunate enterprise had an unexpected sequel; it led to the first journey across the North American continent, from west of the Mississippi to the Pacific in northern Mexico. Formed by Cabeza de Vaca and three companions in the midst of incredible hardships, and terminated in 1536, it brought to Mexico the first account of the great plains and of the buffalo, and also vague reports of Indians living north and west of the central steppes. To prove the truth of these reports, a Franciscan monk volunteered to go alone, with Indian guides, in search of the new countries. Father Marcos of Nizza, performed the remarkable feat in 1539, and the route to New Mexico was thus opened.

How the Spaniards spread like wildfire along the western coast of South America after Pizarro and Almagro first landed in Ecuador is well known. Such illustrious leaders as Valdivia in Chile, Belalcazar in Ecuador, Pizarro for Bolivia and Anzorez de Camporeddo all added to the laurels of Catholic explorers in America.

Orellana floated on a raft the entire length of the Amazon river, and with him floated Carjaval, a Dominican friar.

The First Geographer of the New World.

Martin Fernandez de Enciso, a Catholic, was the first geographer of the new world. Balboa's brilliant dash across the isthmus, which gave him a sight of the Pacific, has obscured the fame of Enciso, in spite of his marvelous work, which he called *Suma de Geographia*, which, unfortunately, has not been completely preserved.

The tremendous labor and importance of map making is not appreciated by the average man who glances at the reproductions of the crude efforts of those early chart makers. Yet it was on these that all succeeding maps and all later discoveries to this very day were based.

The imperfect pioneer maps of Enciso were soon followed by more detailed and accurate, but still rudimentary ones by Oviedo, who paid exclusive attention to South America and parts of Central America. These were all previous to 1550. In 1538, Malino, a secular priest, had presented the crown of Spain with a description of part of Chile and all of Peru. With this went charts and illustrations. Cieza, in 1550, compiled a quite complete and accurate geographic description of western South America.

Father Joseph de Acosta's geographic literature during the sixteenth century on western South America, and the voluminous reports which were made at the solicitation of the crown of the church, are all to the credit of Catholics.

Explorations Into Canada and the Northwest.

Catholic missionaries and colonists led the advance to the interior of Canada. The names of Father Marquette and Sagard will never be erased from the memory of the country.

The monumental work of the Jesuit Cobo is a source of primary importance for the geography and natural history of America. It no longer records discoveries of unknown lands, but presents a mass of valuable data gathered during a period of long residence and careful observation. The Jesuits gathered enormous material, which covers the whole continent then known, from Canada to Patagonia. In the eighteenth century, scientific explorations set on foot by the Spanish and French governments (hence under Catholic patronage and the members of which were mostly Catholics) achieved very important results. Witness the expedition of Ulloa and Jorge Juan to South America, and that of La Condamine at the same time. Even the investigations of Humboldt were at least protected by the Catholic rulers of Spain.

In North America room remained for discovery in the west and northwest. The advance toward the interior began from Canada, through Catholic missionaries and Catholic colonists. We recall the illustrious names of

Father Marquette, of Sagard and Hennepin. Many are the Catholic laymen, officers, merchants, hunters, that contributed to increase geographic knowledge of the North American interior in centuries preceding the nineteenth.

La Salle, Joliet and Marquette.

La Salle, while not the "discoverer" of the Mississippi, still has the credit of having begun the settlement of the mouths of that river, and of exploring the shores of Texas; Joliet, to whom Father Marquette was much indebted in the successful search for communications between the Great Lake basin, the Mississippi river and its lower course. That Hennepin was the first to see the Falls of St. Anthony is very likely.

From Terra Del Fuego to Greenland the burden and the honor of finding and opening up and starting the development of the Americas, both spiritual and commercial, has fallen upon Catholics. Greenland, to be sure, was colonized by the Norsemen in Pagan times, and we have that bit of achievement as contrast to the fruits of Catholic efforts. Columbus's faith held true when his compass seemed to point no longer to the pole, and so it was with pioneers crossing pathless wilderness and confronting unknown perils.

The field for startling discoveries was well nigh covered in the beginning of the past century. The "discoverer" had to make room for the student. The number of these, in every branch of knowledge connected with geography, is so large at present and constantly growing, and the Catholics are so well represented, that detailed reference is impossible. Still we may mention the late Father De Smet as an illustrious type of the explorer and investigator of modern times, in the modest garb of the missionary, and we do it without reflecting on the credit of contemporaries, whom it would be impossible to catalogue.

VIVIFYING RELIGIOUS INSTRUCTION. By Rev. Bernard Feeney.

A TEACHER will have done much when he has impressed a truth on the intellect and the memory of a child. For a considerable time he may not be able to do any more; and if so, he should be content to strive for perfection within the sphere of the work he can do. Yet the knowledge he thus conveys is merely intellectual. It does not touch the imagination, the feelings, the heart and will—it is not spiritual knowledge,—it is not the adequate presentment of Christian faith as the root-principle of Christian life. "My just one liveth by faith."

The teacher should fit himself to give this fuller and deeper spiritual knowledge; and the method of giving it, as I have already pointed out, is: (1) to represent it to the imagination, (2) to make it personal and to bring it in touch with the emotions, and (3) to give it practical application by an act of the will (a resolution or a prayer.)

1. **To represent a truth to the imagination.** This is done in different ways according to the character of the truth.

(a) Give the fundamental truths in the form of facts, as they are laid down in the Bible. Creation, Original Sin, the Incarnation, Nativity, Life and Death of Jesus Christ, also His Resurrection and Ascension, as well as the Descent of the Holy Ghost—all these truths, if given in the narrative form of Sacred Scripture, will imprint very vivid and definite pictures of them on the soul.

(b) The nature and attributes of God, grace, prayer, virtue, vice, and, generally, all other abstract truths, are to be brought home to the imagination by comparisons. A friend making us a present illustrates God's giving us all things; a mother helping her child with her lessons, giving it a new dress, granting something it asks, displeased with something it has done—these comparisons give body and shape to the abstract ideas of grace, actual and habitual, prayer, and sin. Teachers, of course, will use for illustrative purposes only objects, facts, and truths familiar to children.

(c) The Sacraments, being external actions, are easily described to children. I would, however, give the principal details of the administration of each, before pointing out its essential elements (matter and form). Besides, I would explain the Sacraments in general, only after I had explained them separately. The Sacraments should be described in a similar manner.

(d) To stamp the Commandments on a child's imagination, let the teacher take an ideal Christian home, describe

the actions of parents, children and servants, and show how these actions fulfill the Commandments of God and of the Church.

(e) Narrative and verbal descriptions are not wholly sufficient to impress a truth vividly on the imagination. The eye as well as the ear of the child should be enlisted to form the impression. Hence, pictures, especially those that are colored, are most valuable helps to a teacher in this part of his work.

2. **To make a truth personal and bring it in touch with the emotions.** A verbal or pictorial representation of a truth will arouse some elementary emotions in a child; but they will be transitory and ineffectual without the direction and enforcement of the teacher.

A revealed truth, no matter how definitely pictured in the imagination, will not arouse any keen emotions unless it be made personal to the child. Therefore the teacher must accustom the child to think of the revealed truth or fact as intended for it personally. "I live," writes St. Paul to the Galatians, "in the faith of the Son of God, who loved me, and delivered himself for me." Without this personal appropriation of the truth learned, emotion will remain sentiment, and will never develop into desire and resolution.

The principal emotions which a teacher may aim at exciting in a child are the following: liking and disliking; happiness and sorrow; hope and fear; love and hatred; self-respect and shame; courage and dread; joy and pain; desire and aversion; pity and contempt. Besides these, there are, admiration, awe, horror, enthusiasm, gratitude, etc. For a teacher to excite any emotion, the first thing necessary is, that he himself be genuinely moved by the truth, in the direction in which he would move the child. Secondly, he must aim at exciting but one emotion, and that the most directly suggested by the truth. Thirdly, he asks the child to fancy itself in the scene described or depicted, not as a looker on but as an agent or participator, and to think of the scene itself as a reality, happening not a long time ago nor a long way off, but here and now. "What would you feel and think," he asks the child, "if you were so placed? . . . Should you not feel and think the same now? For is not this truth revealed for you personally?" Fourthly, to prolong and deepen the emotion, he repeats what he has already said about it. Fifthly, he asks the class to join in a short prayer, that the impression made may grow into desire and resolution.

For example take the Goodness of God. This includes the fullness of Being, infinite Holiness, and infinite Kindness. This last form of the Attribute is the one which the teacher will try to bring home to the child's imagination and feelings. He will say: "A very kind friend has been sending you presents for a long time. Some of them have come through your parents; but most have been given you by himself directly, and he loves you very much, and he desires you to love him in return. (Don't you think he deserves it?) He is ever so patient; and when you do something that displeases him, he does not punish you as he might; but he waits until you are truly sorry, when he forgives you and takes your word that you will not again give him pain. (Does not your heart warm to such a friend?) He is very great and strong and powerful; and he lives in a magnificent palace where all his friends are exceedingly happy, because he is so kind to them and gives them every thing they can desire. After some years he intends to take you there, and then you will see him and his friends, full of joy and happiness forever. Now, you have been guessing who that kind, good friend is; and I am sure you have guessed right. It is God. Is he not good? . . . Do you not feel grateful and thankful to Him? . . . Should you not do something for Him in return? . . . Do you think of anything you can do to give Him great pleasure? . . . Let us ask His help to be kind to every one around us. . . ."

Such abstraction as sin, virtue, grace, prayer, etc., may be brought in touch with the emotions in the following manner. They are, first, put in concrete form—a sinner, a good child, a holy child, a child that says its prayers, etc. Next, the attribute is made specific—for sin you take lying; for virtue, purity; for grace, the inspiration to be kind and gentle with brothers and sisters; etc. Lastly, the person possessing these qualities is described vividly and minutely, and the child is asked to imagine himself such a person. How would he feel to be distressed and scorned by every one as a liar? . . .

3. **To give practical application to a truth by an act of the will.** Theology treats divine truth in an impersonal

way; and there has been a strong tendency to teach the catechism in a similar manner, making children hearers of the law, indeed, but taking no heed of their becoming doers of it. Under stress of adverse circumstances, this is sometimes inevitable; and in such circumstances it has been invariably found that the Holy Ghost supplied for the practical moral training that the pastor could not give. In normal conditions, however, Church history teaches, that unless children's knowledge of their religion be made the groundwork and the motive of their practice of it, an abundant crop of ignorance, vice and superstition will be the result—the mournful heritage of the next generation. I am profoundly convinced, then, that children ought to be trained in the practical application of the principal truths they learn in the catechism, for the regulation of each one's life and conduct. The lessons on the Sacraments and Commandments easily suggest this application; but it is the doctrinal foundation of the Sacraments and Commandments, especially the Incarnation of God for us, that we have, above all things else, to bring home to the hearts of our young people.

It is not practicable to urge on a child more than a few external practices in any one lesson. Therefore, although each truth taught and impressed on the memory should, as far as possible, be brought home to the imagination and feelings, not more than one or two at a time ought to be made formally directive of external conduct.

The practical lesson should be adapted to child-life; and it should be easily deducible from the truth explained. The following are some practices that a teacher frequently from the lessons a reverent attitude toward God and holy things; prayer, Mass, and the Sacraments;

respect for the authority of pastor, parents, and teachers; cheerfulness, help and obedience in the home; loving kindness to brothers and sisters; truth; honesty; temperance; purity; trustworthiness; gentleness with every-thing weak or helpless.

The oftener these lessons are repeated, the better. Occasionally, too, they should be given all together, as the chief characteristics of a boy or girl.

To draw a practical conclusion and persuade a child to it, the teacher proceeds somewhat in this manner. Every emotion has an element of desire or repulsion in it. (For convenience sake, I speak here only of the pleasurable emotions, as those of the opposite kind are developed similarly.) When we feel something to be good, beautiful, useful, conducive to our happiness, we instinctively begin to desire it, if we think it at all attainable. Such desire grows rapidly into a craving or longing; and this becomes all the more urgent and persistent, the longer the object is kept before the eyes or the imagination, and the more fully the want of it is allowed to take possession of the soul. Hence, the teacher will use the different forms of repetition, to prolong the emotional glow which his words have created; and at the same time he will suggest the practical resolution.

As the mental excitement subsides, the child will begin to feel a reaction setting in, opposed to the resolution. This reaction the teacher will meet, by answering objections and removing difficulties, before they have acquired strength and definiteness. He then says with the class a short impromptu prayer for grace to keep the resolution, and leaves the rest to the working of grace.—(The Catholic School, Benziger Bros.)

The Importance of Primary Teaching

By a Sister of Charity of Nazareth, Ky.

NOT many years since, a castle arose as if by magic, on a small island in a lake of Bavaria. Nothing that art could devise, that skill could accomplish or money purchase was spared. The result was a marvel of architectural beauty, set in the most picturesque surroundings. I say was, because very soon, the little island began to sink under the weight of the magnificent structure, and even before the costly furnishings could be saved, the whole was engulfed in the waters, leaving only a memory of the most beautiful artistic conception of mad King Ludwig.

Bent on destruction, he went down himself in Lake Starnberg, and dragged with him his faithful physician and would-be rescuer.

It is only an unsound brain that would erect an edifice without making sure that the strength of the foundation is proportionate to the intended superstructure.

It is the same with education, and the primary work should receive attention all the more careful because many of the children will go no further, and what they learn from the primary teacher must be helpful to them in the battle of life, while for others, it is to serve as a basis for more advanced studies, which are well-nigh impossible when early training was neglected. Indeed, it is obvious that without primary education there can be no secondary or higher education at all. We have here the initial step in the great school where heart, mind and soul, that is, the physical, intellectual and spiritual life must be developed. We must help the child to see, feel and hear. His powers of observation, of action must needs be trained, that, like the immortal Shakespeare, he may find:

"Tongues in trees, books in running brooks,
Sermons in stones, and good in everything."

What the Teacher Needs.

We need no abstruse research in psychological lore, no speculations as to the probable nature of protoplasm, no precise determining of the relative action of nerve fibers and nerve cells, but rather much broad common sense and every day observation, with a great, generous, persevering good will, and devotion to our task. And what a glorious task it is! How honorable for us! How full of golden opportunities! A guardian angel has been appointed to the care of each child, and we are chosen to share the watchfulness and solicitude of the heavenly guardians of these little ones, so dear to God, in whose image they were created.

The gardener will tell us that the youngest plants require the most tender care. He will leave to his as-

sistant the beds that are filled with older and more sturdy plants, they can bear some neglect, but the tiny seedlings that are sending forth their first leaves, he will entrust to no hand but his own. He will keep them for a while in a mellow hot-bed, and destroy the insects that would injure them. He waters them with a very fine sprinkler, shelters them from the wind, and shades them from the noon-day sun.

In that, he imitates God Himself, who, in ordering the seasons, gives to vegetation, born anew in the spring-time, the light but frequent April showers. He stills the March winds, and sends mild sunbeams upon them, increasing their intensity gradually as the plants grow stronger and need more heat to open their flowers and ripen their fruit.

How sweetly and truly the poet Virgil describes the sweet, sympathetic solicitude of the shepherd for the tender lambs of his flock.

Our Blessed Savior, Who said of Himself, "I am the Good Shepherd," was pleased to have little children around Him. Their artless innocence delighted His Sacred Heart; they were the dearest portion of His fold. He said to His apostles: "Whosoever receiveth one of these little ones in My Name, receiveth Me." (Matt. XVII, 5). He chided His apostles when they would send away those that came to Him, saying: "Suffer the little children to come unto Me, and forbid them not, for of such is the Kingdom of God." (Mark X, 14).

From dawn of day to eve, the teacher repeats the same kind invitation, warmly, fervently, if she is Christlike:—"Suffer the little children to come unto me."—And they run to her with loving confidence, for they know that next to their own dear mother, she is their best friend. They have read her long before they have gone over the pages of their primer, and what she is will mean much more for them than what she knows, although she should be very familiar with the subjects she is to teach, and have besides a considerable fund of general information.

The Real Work.

Bishop Dupanloup says: "The end of education is to form man—that is the real work of the teacher . . . Man has at the same time, body and soul, understanding, will, heart and conscience. God has made him so. To form man is to make the child attain all the development, all the elevation, all the strength, all the beauty of which his physical and intellectual, moral and religious faculties are susceptible. It is to give to his body the vigor, the pliancy, the agility necessary for the service of the soul. . . . The true, the beautiful, the good, should be the essential and only object of intellectual and moral instruc-

tion in his education. And it is in the perfect accord of the great human faculties with the true, the beautiful and the good,—with truth, beauty and supreme goodness. . . . that the plentitude and power of these faculties will be found. . . . This exalted theory of the faculties of man is but the principle and foundation of education itself." And that is the task to begin in the primary grades, when the soul of the child is like a blank page. It is easily impressed, easily trained, and the results are likely to be lasting. To the purpose are these lines whose author is unknown to me:

I took a piece of plastic clay
And idly fashioned it one day,
And as my fingers pressed it still,
It moved and yielded to my will.
I came again when days were past;
The bit of clay was hard at last,
The form I gave it still it bore,
But I could change it nevermore.
I took a piece of living clay
And gently formed it day by day,
And moulded with my power and art
A young child's soft and yielding heart.
I came again, when years were gone;
It was a man I looked upon;
He still that early impress wore,
And I could change him nevermore.

Must Be an Inspiration.

From the very first, the teacher must implant in the child's mind, love of truth, love of work, love of obedience. She must herself be an inspiration to her class, and inspiration is higher than instruction; it is a greater power than education.

The love of truth shall mean habits of accuracy in words and work as well; from the first lesson in articulation, numbers and penmanship, everything must be true, definite, correct—and the result attained by a patient, loving firmness that never tires, never allows itself to be fretted, will be a habit formed for a lifetime, in every child, or almost every child.

The love of work will control the restless activities of the little ones, lead them to bend themselves to good and useful purpose, and thus ward off evil ones. To keep the children busy, never to let them grow weary, to vary their work, and frequently to interrupt it for moments of recreation, brisk, healthful and even instructive, is the art of a successful primary teacher. It will establish habits of industry, and prove in after years a shield against temptation, and a help to success in any career.

Love of obedience. Is it possible to attain this? Yes, assuredly. Children and even adults, are not so unwilling to be guided as one might think, when they have confidence in their leader, and see that they are conducted to the achievement of something noble and good. Put in the classroom, not a dictatorial, cold piece of formality; not a weak, vacillating guide, who says "no" for good reasons, but, with a little coaxing will make it "yes;" not a skyrocket, who flies at random in brilliant sparks, up into the clouds; not one whose sympathies lead her to shower favors upon a special little pet, while she has small consideration for the rest; not one who says she hates children, or she never has seen such children as those she has in hand now; but place there a soul, firm of fiber, sweet of savor, even tempered, impartial, just, and you will see that her word will be law in her little world, and that habits of loyalty and order will be formed, habits essential to the good citizen and the good Christian alike, if the terms can be separated.

First Necessity for the Race.

Perhaps you have noticed in Father Sheehan's Luke Delmege, a passage which seems to me worthy of the attention of every educator. Luke was established in Rossmore. He had found that the village children bore no resemblance to the children with whom he had experience before, their respectful attitude, their reverence in church, their ready deference to the aged and infirm, were very unlike the ordinary rampant and heedless boisterousness of youth. He did not know how to account for this till one day he visited the school. The children were assembled, and he heard the master, a grave man of middle years, saying:

"Reverence is the secret of all religion and happiness. Without reverence, there is no faith, nor hope, nor love. Reverence is the motive of each of the commandments of Sinai—reverence of God, reverence of our neighbor, reverence of ourselves. Humility is founded upon it, piety

is conserved by it, purity finds in it its shield and its buckler. Reverence for God and all that is associated with Him, His ministers, His temple, His services—that is religion. Reverence for our neighbor, his person, his goods, his chattels—that is honesty. Reverence for ourselves—clean bodies and pure souls—that is chastity. Satan is Satan because he is irreverent. There never was an infidel but he was irreverent and a mocker. The jester, the mimic, the loud laughter and the scorner have no part in the kingdom. Respectful attitudes betoken reverence. They are the symbols of something deeper and higher. . . . Here he saw Luke, and he said without changing his voice, 'Children, the priest is here.' The children raised their heads gently and bowed toward Luke (they were already standing.) 'Why do you insist so much on reverence?' said Luke, 'it seems to be the burden of all your teaching.'—'Because I think, sir,' replied the master, 'that this is the secret of all religion, and, therefore, of all nobleness.' . . . 'And you think it so necessary?' 'I think it is the first necessity for our race and for our times.'"

An Illustration.

This recalls to me a young girl who finished her education in one of our schools. Her early religious training had been sorely neglected, and she was already well up in her teens when she came to us. She was bright, studious, made good averages in her class work and graduated. Among her schoolmates, she was accounted pious. She was foremost in every good work that was proposed, cheerful, amiable, obliging, and soon she became a general favorite. But there was a certain want of respect in her manner, though it was scarcely perceived because of her childlike amiability. Her genuflections before the Blessed Sacrament were sometimes omitted, or they were made in a light fashion, sprightly and graceful, but not reverent. When told of it, she would reply: "Oh, I wouldn't do that for the world; I must watch myself." Then, for a few days, there were exaggerated prostrations, soon abandoned for the old way which was so perfectly natural to her. Our pious girl was not long away from the academy when she was married without the blessing of the church, and her children have grown up outside of the fold. The poor child had no solidity of character, no deeply implanted principles of faith. Her sanguine temperament led her to the desire of pleasing everybody, and she was wholly influenced by her actual surroundings.

(To be continued in the November Journal.)

OCTOBER.

O suns and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour—
October's bright blue weather,
When all the lovely wayside things
Their white-winged seed are sowing,
And in the fields, still green and fair,
Late aftermaths are growing;
When springs run low, and on the brooks,
In idle golden freighting,
Bright leaves sink noiseless in the bush
Of woods, for winter waiting;
When comrades seek sweet country haunts,
By twos and twos together,
And count like misers, hour by hour,
October's bright blue weather.
O suns and skies and flowers of June,
Count all your boasts together,
Love loveth best of all the year
October's bright blue weather.

—Helen Hunt Jackson.

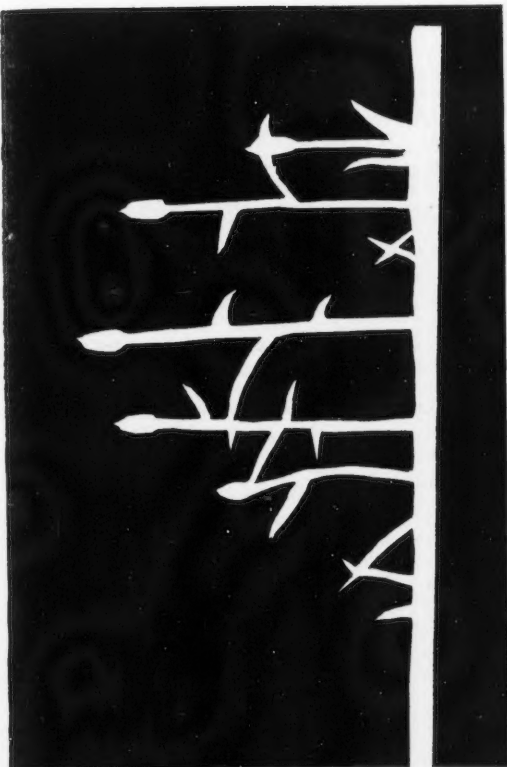
As the new ruling of the postoffice department requires the charging of extra postage on all subscriptions that are in arrears, we would ask all our readers to remit for the current school year at their earliest convenience.

Make it a rule to look over the advertisements in The Journal each month. They are all directed to your present or prospective needs in the line of books and special supplies for the school. Frequently we receive letters from subscribers asking where books or supplies of a certain kind might be obtained, when the very things they want are being advertised in The Journal. There is much to be gained from keeping in touch with what the leading publishers and best supply houses have to offer.

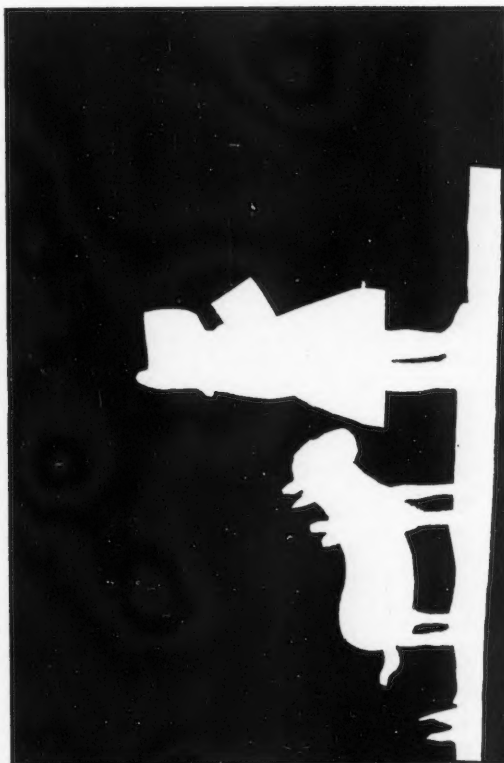
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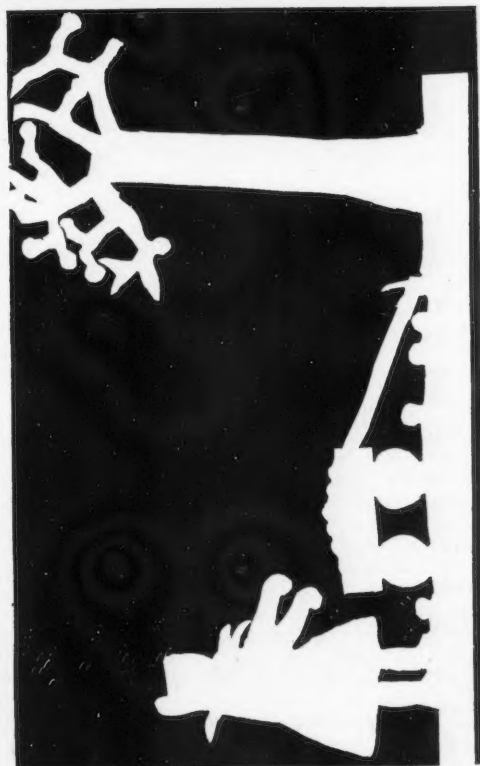
Cat-tails.



"He followed her to school one day."



A Jack-o'-lantern.



Gathering Apples in Autumn.

Language & Reading

STORIES FOR LANGUAGE AND RE- PRODUCTION IN PRIMARY GRADES

RUTH I. JONES, Shell Rock, Ia.

THE GREAT WOODEN SPOON

Mama had a great wooden spoon, which she used in the kitchen to stir up nice puddings and cakes. The big wooden spoon was almost always kept busy.

One day Baby carried this big wooden spoon out on the back porch. Don, the little brown puppy found it.

"I am going to have a good time with the big wooden spoon," he said, and away he ran with it in his mouth out into the yard. What fun to drop it on the ground and snatch it up again and run! At last Don grew tired and he left the poor spoon down among the dead leaves under the tall oak tree.

"Where, oh! where is my wooden spoon?" said mama next day. High and low she looked for it, but nowhere could she find it. After many, many days, when papa was raking up the leaves, there he found it, the great wooden spoon. Mama was so surprised. "How did my big spoon ever get there?" said she. "I'm sure it cannot walk." But Don and Baby never told, because, you see, they couldn't talk.

THE JOLLY LITTLE CRICKET

There once lived a jolly little black cricket in a great brown house. This little cricket was ever merry and everybody loved to hear his cheery little song.

One day Nellie broke her doll. She was just ready for a good cry when this merry little cricket began, "Cheer-up! Cheer-up!" so loud and clear that Nellie was ashamed to cry.

When it rained, and Nellie couldn't go out to play, she began to fret and pout about it. "Cheer-up! Cheer-up! Cheer-up!" sang the jolly little cricket, and Nellie felt ashamed to pout.

Then Nellie was very sick for many, many days. She had to stay in bed and take bitter medicine until she was better. At last she was well enough to come down stairs. What do you suppose was the first thing she heard?

"Cheer-up! Cheer-up! Cheer-up!"

"Oh, you dear little cricket," said she, "you are singing a song of joy, aren't you, because I am well? I shall love you always and try to be as good and merry as my little cricket."

A SURPRISE PARTY

In the center of a great forest lived a pretty, gray squirrel, whose name was Frisk. His home was in a hollow branch of a spreading oak tree. One day late in the summer a hunter was going thru the woods, when he saw Frisk, and shot at him with his gun. Little Frisk was not killed, but one of his hind legs was hurt, so that the poor little fellow could not run about very well, and he was quite lame. When October came and the nuts began to fall thick and fast, Frisk knew he must store some away for winter. But he could not work fast like the other squirrels because he was so lame, and his little pile did not get very large. Poor little Frisk! He was afraid he should not have enough to last until the spring.

All the other squirrels felt sorry for little Frisk, too, so they decided to give him a surprise party. They one day took him all the nuts they could carry; hickory nuts, hazel nuts and acorns. Such a lot! It filled Frisk's store-room full as it could hold, and then they had enough left for a splendid feast. What happy squirrels they all were, and I am sure little lame Frisk was the happiest of all!

A HALLOWEEN BONFIRE

The dry leaves were falling thick and fast from the

maples, the elms and the chestnuts, and Millie and Roy wanted a big bonfire Halloween night. They raked together great stacks of the dry, rustling, brown leaves and carried them in big sacks on Roy's express wagon to the top of a small hill.

Such a fine fire as they made! And what fun all the boys and girls had dancing and singing around it! Millie put some potatoes in the fire to roast, and then they all sat down in a circle in the firelight to listen to a ghost story that big brother Tom said he would tell. But before brother Tom's story was nearly finished the wind began to blow thru the tree-tops and big drops of water to fall, and more and more until it was raining!

How those boys and girls did run! In a minute they forgot all about the ghost story and the bonfire and Halloween, yes, and about the potatoes roasting in the fire. When Roy went to see if he could find them next day not one could he see. "Oh! I know," he said, "the witches must have eaten them for us."

CLEAN HANDS

Once upon a time there lived a dear good fairy named Lista. She loved little children and liked to teach them to be good and sweet and clean.

Lista had a beautiful little gold star that the queen of the fairies had given her to give some good little child. So Lista took the little star and started out to find the good little child. She asked everybody, "Can you tell me where to find a very good little child?" and many, many little children did Lista find, but they all were careless little boys and girls and did not have clean, fair faces and clean hands. They forgot that good little children must have clean hands before they go to school in the morning, that they should have clean hands before dinner time and supper time, and before they say their little prayers at night.

At last Lista found a little child on his way to school, gathering some flowers for his teacher. His hands were sweet and clean, and Lista knew he was a good little boy. "This is the little child who shall have the beautiful gold star, because he has a clean little heart and clean little hands."

THE LITTLE FIRE-FLY

A good man who was traveling thru a deep wood was lost. Everywhere all about him were trees and trees with their thick green leaves, and he could not see his way out of the forest. Night came and it grew very dark and still. The man was not afraid, for he was brave, but he said, "What will my poor wife and children say when I do not get home?" Then he sat down on a fallen log to think.

A little fire-fly near by felt sorry for the good man. "Come, follow me," it said, "I will show you the way out of the wood." "But I cannot see you," said the man, "it is so dark." "I will carry my little lantern," said the fire-fly; "you can follow its light." And the little fire-fly spread its tiny wings and flew, a spark of bright light shining out in the black night.

The good man followed the little fire-fly's light. A long time they traveled. At last they reached the edge of the wood and the man could see the light of his own little cottage near by. "Oh, little fire-fly, you have been very kind to a poor lost man," said he. And the little fire-fly flew back into the deep, dark forest.

THE BEGGAR CHILD

Tessa was a poor, little beggar child. She lived in a small torn down hut with an old, old woman. Tessa could sing very sweetly and every day she went out to sing songs for people, and then sometimes they gave her pennies so she could buy bread for the old, old woman and herself.

One day it was very cold and Tessa had only a very ragged dress, and no shoes and stockings to keep her warm. No one gave her any money that day, and poor little Tessa at last started for home, very cold and tired and hungry. But as she passed the tiny cottage where little lame John lived, she thought, "I must cheer him

up," and she sang a sweet, little song under his window. Some good fairy heard little Tessa's song of cheer, I believe, for when she reached home there was a kind woman who had brought Tessa and the old, old woman a nice supper, and Tessa a pair of new shoes.

OUTLINE OF WORK IN PRIMARY READING

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J. W. Livingston, President State Normal School,
Platteville, Wis.

IMPORTANCE OF READING

The mastery of reading is rightly regarded as the chief employment of early school life. The power to get thought from the printed page must precede progress in every other study. To teach the pupil to get out for himself what there is for him in the printed page is to put into his hands an efficient instrument of self-help. A good reader holds the key that will unlock the storehouse wherein the world has garnered all the wisdom of the past. Much of the trouble met in other lines of school work arises from the pupil's inability to read the text-book and works of reference. The ability to get from books what is in them is a key to culture.

We are in the midst of a remarkable library movement. The gospel of good books is being proclaimed everywhere. Every teacher in the elementary school should catch the spirit of this movement and so teach the art of reading that every little district library shall prove to the children an open door to the delightful land of literature. Learning to read early in life means earlier and greater joy in reading to learn.

HELPING TOWARD SELF-HELP IN PRIMARY READING

The word and sentence method gives no power of self-help in the mastery of new words. The Chinese have a separate character for almost every word, and so learning to read Chinese becomes a prodigious task of what some one has aptly called brute memory. Thousands of American teachers are today dragging their children thru this Chinese drudgery of mastering each word by itself thru mere mechanical association. To secure genuine and rapid progress the child must be early taught to separate words into their sound elements and recognize the letter or letters that stand for each individual sound. This gives him power to master new words for himself.

The observant primary teacher has noticed that children are quick to see resemblances, and that they do a deal of unconscious generalizing. The little fellow *goed* and *comed* and *speaked* and *taked*, not because he has heard these forms but because he has somehow reached the general idea that past action is denoted by the termination *ed*. He talks of *mans* and *sheeps* and *mouses*, and in other ways shows that he is unconsciously making generalizations for himself. So the teacher has been grouping together words of similar form and sound for some time before she calls attention to their similarity, or proceeds to analyze them into their elementary sounds. When one or two hundred words have been learned by the children, work in phonics may profitably begin.

SUGGESTIVE FIRST LESSON IN PHONICS

Last summer I saw a little fellow younger than any of you children trying to climb an apple tree. He got up far enough to get hold of the first limb. Then he pulled and tugged to get up farther. The tree was very smooth. His short legs kept slipping back, but he kept on bravely trying. His father and mother smiled as they watched the brave tussle. Just then the good Uncle Tom hurried across the lawn to help the laddie. As soon as he lifted him, the little legs began to kick most lively, and the lad called out, "Don't boost me, Uncle Tom. Don't boost me." So Uncle Tom left him and the boy began to try again. Soon a happy four-year-old

sat astride a limb and called out, "Nobody didn't have to boost me, I getted up myself."

Today you are going to begin a long, hard climb, and you all want to learn to climb alone. Notice the words on the blackboard. Look down this column. Think how the words all sound. As I speak the words see if you notice anything:

at an	fat fan	pat pan
cat can	mat man	rat ran

Yes, the words **sound** alike. Harry says they rhyme. Do they look at all alike? Good! Mary has found **at** in all the words of the first column. Let us draw a line under that part of each word. Now you are ready to find something in all the words of the second column. Right. Now, we will underline an also. Pronounce very slowly the words as I write them, thus:

a-t	a-n	f-a-t	f-a-n	p-a-t	p-a-n
c-a-t	c-a-n	m-a-t	m-a-n	r-a-t	r-a-n

You see each of these little letters has a sound of its own. Sound a, t, n. Again. Now, give each one again, just as clearly as I give them. Now, we will put each letter up in a box of its own

a	t	n	p	c			
---	---	---	---	---	--	--	--

Yes, Jamie, we have put each one in a box stall. That is the way your father puts his best horses in the big barn. Let us see if you can give the names of these three ponies. Give them once more. We have five empty box stalls. Shall we catch two more ponies and put each one in a box stall by himself? Which two shall we take? Now, sound each one again. Ah, that time I had to boost some one a little. Now, say them again more quickly.

See if you can hear some of them make a word as I say them quickly. Listen, these three are going to say something a boy wears on his head in winter. Now, three more are going to give a boy's name. Now they are going to name a busy little worker. Now they are going to tell us what a dog does when he is very warm. See if you can tell these words as I tap the little letters:

ant nap	nat tap	cap pant
---------	---------	----------

You see we can take our little ponies out of their box stalls and have them make words for us. We will now put them in their stalls again. Be sure to know their names tomorrow morning. If you do know every one of the five, then we will catch three more of these ponies and put them in the three box stalls that are still empty.

Two weeks later the class have all these learned and know each by its sound. The children enjoy unlocking new words for themselves.

a	t	n	p	c	d	g	o	e	m	u	h	s	l	r	f	b	i	j	sh	ch
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	----

In a similar manner each of the sound symbols was learned. Those least used were left until last. Pride was aroused in so mastering each key that the letter instantly recalled the sound, and the sound the symbol. Pleasure came from self-help in mastering new words alone. So great was the interest that the children liked to play this game of word-getting during the recess and the noon intermission and at home.

DEVICES FOR DRILL IN PHONICS

1. The children are required to give each sound distinctly and promptly as the teacher taps its symbol with the pointer tip. This is individual and not concert work, altho concert drill may be used at times to stimulate enthusiasm.
2. The children tap each letter as the teacher makes its sound. Sometimes two are allowed to run a race, as the teacher gives the sounds.
3. With the pointer tip the teacher taps three or more in quick succession while the children quietly listen until the word is called for by the teacher.
4. New words are placed on the board for the children to unlock for themselves. Sometimes the teacher helps by a suggestive hint as to what the next word is likely to be. The pointer is going to tap for a thing that sails

on the ocean. The next will be something we have for breakfast.

5. Such combinations as *ap*, *and*, *og*, *ack*, are placed on the board and the children are asked to build words on them.

cap	strap	cog	black
clap	sap	clog	hack
flap	trap	dog	lack
gap	and	fog	pack
lap	band	frog	rack
map	hand	flog	sack
nap	sand	hog	stack
rap	stand	lack	rack

6. The teacher gives the sounds for a word and the children name it.

7. The children give the sounds for a word and the teacher writes the word so spelled by sound.

8. The teacher has several columns of words covered by a curtain fastened to a spring roller that is fastened above the blackboard. The words are uncovered quickly as the class stands before the curtain. Those in each column are similar in sound, as *lock*, *block*, *clock*, *frock*, *flock*, *mock*, *rock*, *sock*. The first one is unlocked carefully. Soon the similarity is discovered and then comes a race to master all the rest.

9. To encourage the children, the teacher throws in a long word. It is fun to conquer this long fellow.

10. The teacher gives the sounds for the different words of a complete sentence and the children tell the sentence at a signal from the teacher. The teacher varies this device by spelling out by sound a command. *Tom*, get the black cap. *Will*, put it on my desk.

11. The game element may be brought in by setting some goal to be reached as was suggested in the devices for word drill given in a previous article.

12. Some of these devices for drill may be modified for profitable seat-work.

The teacher must study to make each device her own, and no device for drill should deteriorate into mere "busy-work" whose chief purpose is to keep the children out of mischief. Children gladly work when they see that their work produces useful results. The teacher must have clearly in mind the purpose of all such work to make it productive of good results. The children quickly distinguish mere marking time from an onward march, or dress parade from an earnest attack upon some castle of difficulty.

This word-drill must be given before the reading books are opened, and it is often best to make it an entirely separate exercise. The new and difficult words are stones and stumbling blocks that must be removed before the thought-getting begins. This general caution will prove serviceable along the entire line of teaching reading: **Separate the necessary preparatory work from the thought-getting and thought-expressing.** As soon as a word has been recognized have it recall the idea for which this word stands, and thus put life into what would otherwise be a dead form.

PRIMARY ENGLISH

Superintendent M. E. Clark, Streator, Illinois.

ITS NATURAL DEVELOPMENT.—GRADES 1, 2, 3.

In order to get our subject well in mind it will be necessary to follow the study of the natural development of the language organization thruout the third, fourth and fifth years. Every teacher, no matter what grade she may be teaching, should have well in mind these organizations in order that she may keep her own work well balanced with that which precedes and that which is to follow. Again, as has already been suggested, it is only thru the thoro understanding of these steps in the natural organizations which the child makes for himself that the true basis of gradation can be clearly understood.

To this end more of the papers secured in the test explained in my last article are reproduced here and,

so far as is possible in print, just as they were written by the child. No special suggestions were made by the teacher which could influence their organizations nor have any corrections been made in the papers.

III. Third Primary, Twenty-seventh Month

(a) The Most Interesting Thing I Ever Saw a Dog Do.
This is what I saw once in a circus.

Two pony's ran around and around a ring. While they were running a little dog came and jumped on one of the pony's back. They kept running on and the little dog jumped from one pony's back to another.

(b) The Story of a Dog.

When I was visiting my grandpa he could not find his coat; he knew that no one would take it so he told the dog to get it. The dog went out into the back yard and came back with his coat and so my grandpa thinks the dog took the coat out to lay on it.

(c) What Carlo Did

One day some girls were playing hide and go seek when a dog came up whose name was Carlo. When they hid he would shut his eyes until they hollered ready and then he would go look for them. If he found one he would run to the base and bark and he would find every one. And then he would hide until they caught him.

(d) What I Saw a Dog Do

The most interesting thing I have ever seen a dog do was to guide his master, a blind man, around by barking.

IV. Fourth Year—Intermediate. Thirty-sixth Month

(a) A Dog Play

One day when I was at a show I saw a dog play. A man on the stage asked the people what they wanted the dog to do. They all said, "Tell us what time it is." It was four o'clock and the dog barked four times.

Then he asked the dog what time it would be in three hours. The dog barked seven times. After that he asked the dog, "What time will it be in two hours?" and the dog waited awhile and then he barked six times.

I thought that was the most interesting thing I ever saw a dog do.

(b) About a Dog

One day a little girl aged five fell in the river. A large dog saw the little girl and jumped in the river and soon had the little girl on shore again.

The dog found that it was his master's daughter and carried her to the house. Ever after this the dog was treated very well.

(c) A Good Dog Show

One day I went to the theater to see some dogs act. One of the dogs in the show climbed a ladder. The first time he tried he couldn't. The next time he tried he had to rest. So he had to try it again, he tried again but couldn't do it.

Finally the man who owned the dog said, "That if he missed that time he would let another dog try."

The dog went up the ladder again. That time he went up faster than before and went up to the very top. When he got up there he jumped down from the top.

V. Fifth Year. Intermediate.—Forty-fifth Month

(a) An Interesting Dog

A dog is the most interesting animal in the State of Illinois.

One winter day, when the snow was falling fast, a friend of mine came over to my house with her dog, it was blind, and we went over to the hill to coast.

My friend went down the hill first and she bumped into a tree and began to cry. The dog came around and smelt her, for he could not see.

He pulled at her and barked so loud that a man came and picked her up and carried her home. All the way he went barking and wagging his tail.

He lived with them always and was a faithful dog.

(b) About a Dog

The most interesting thing about a dog is its knowledge.

There are many dogs that will bark and bite and will

endanger people's lives, but there are others that will save people's lives.

These dogs live in the region of snow and ice with the monks. When people get lost in the snow these dogs will trace them, and when they find them, they go to the monks and bark and then they run to the men, or the man, that is lost in the snow and take them to their houses where they care for them and feed them and send them on their way.

Now that is the most interesting thing about a dog that I know.

(c) The St. Bernard Dog

I will write about the St. Bernard dog who shows his strength and faithfulness in Switzerland.

The most interesting thing about him is when on a winter's day he is sent out to look if anybody has lost themselves in the blizzardy mts.

If he finds someone he barks to wake them up; if he cannot he runs home and barks till his master goes to help the one who is lost.

This is the work of most of these dogs.

Third Primary

The organizations of the third year, at face value, are more disappointing, perhaps, than are those of any other year. It will be remembered that the second year revealed a distinct growth, both in language structure and in thought development. From a number of mixed papers one can easily select those that are essentially first grade from those that are second grade by their grade characteristics. This is not true of the papers of the second and third years. There seems to be no distinguishing characteristic which marks the third year organization as being a step in advance of the second year work. On the contrary, the third year seems to complement the organization begun in the second year. Thus the second and third years taken together complete the second step in language organization.

If this deduction is true it would seem to suggest to us three things:

1. A scheme of grading which is based upon the time element alone is likely to lead us into many errors and at best is but a mechanical convenience.

2. Those courses of study which, like the Illinois State course, group together the third and fourth year of English, show but little knowledge of the real needs of the child and when made effective in the schools must be positively harmful to the child's intellectual development.

3. In a well graded school every possible effort should be made to harmonize and unify the second and third year's work.

So far then as we are to look for organizations in the third year, the papers presented indicate only a continuation or deepening of the organizations of the second year. Among them are the following:

1. The sentence structure is well worked out; modifiers, adjective, adverb, and simple phrase are freely and correctly used; the pronoun takes its place in the sentence structure naturally.

2. The conjunction and general forms of language condensation are fairly well mastered.

3. The logical organization, continuity of thought, is well developed. This, perhaps, should mark the line of greatest educational effort for the year.

The mechanics of the third year emphasize the work of the second grade and provide the tools necessary for the third year organizations. Among them will be found the ordinary uses of the capital and comma; the common plural and possessive forms; the growing need of singular and plural verb forms; a great deal of ear training in the use of such expressions as—

I have seen, I saw.

I have gone, I went.

I have been, I was.

is not, isn't, do not, don't.

are not, ar'n't, does not, doesn't.

am not, ain't (improper),

teach, learn, etc.

Fourth Intermediate

A glance at the fourth year papers is all that is necessary to show one that they make a positive advance over the language organizations of the third year. Of course to some extent we will find a few of these organizations in the third year group but such pupils really belong to the fourth year group no matter where they may be classified. A study of the fourth year papers must show us at once why third and fourth year pupils should never be grouped together in their language work. Their organizations are essentially of a different order.

In the fourth year organizations let us note the following:

1. The logical organization is developing into paragraph idea. That is, the pupil is beginning to consider his subject in its different phases and to think each phase thru. In the hands of the wise teacher this rapidly develops into paragraph idea and paragraph form. This is perhaps the point of special emphasis in fourth grade work. More will be said of this in a later article.

2. The papers show evidence that the child is beginning to generalize in a small way. Note the last sentence of papers (a) and (b) and the finished effect given them thereby.

3. The stories of the grade will necessitate a knowledge of direct and indirect quotations. This is the time for their development, just when the child feels their need.

4. The sentence organization works out into the complex. The organization is practically complete. Very little loose construction should be found in the sentence forms.

In the shape of mechanics the pupil will need to know how to handle the paragraph, the marginal line, the paragraph line; he must understand the punctuation of quotations, both direct and indirect, in fact all the forms of general punctuation should be at his command. The ear training mentioned in the third year work will be of great value in this and following grades and much of elementary rhetoric also can be advantageously developed.

Fifth Intermediate

Just as the third-year complements the second-year work and completes the second step in language organization, so the fifth-year complements the fourth-year work and completes the third step in the organizations that the pupil makes in his language development. A study of the fifth year papers will show us that the real work of the year is the completion of the paragraph idea begun in the fourth year. There is, however, a finish about the fifth year work that is a satisfaction in itself and the papers reveal much of the growing power upon the part of the child. The paragraph idea seems to work over into more of a unity than is to be found in the fourth grade work and therefore suggests something of the idea of plot. The stories evidently are not "built as they go along" quite so much as formerly and have been more carefully thought thru. The growing generalizations are revealed even more than in the preceding year as is evidenced by the first and last sentences of papers (a), (b) and (c). Thus the work of the intermediate period, fourth and fifth years, is the organization of thought; its organization because the child is organizing his images, his thought material and because this thought organization begins to reveal itself in the child's own thought processes and in the changing, growing, forms of his expression.

I wish to repeat at this point the statement made in my second article, that these papers are not to be construed as having any real scientific value, but simply as pointing the way of the child's natural organizations.

Nature Study

OCTOBER NATURE STUDY

Fred L. Charles, Professor of Biology and Head of Science Department, State Normal School, De Kalb, Ill.

OCTOBER

"There is a beautiful spirit breathing now
Its mellow richness on the clustered trees,
And from a beaker full of richest dyes
Pouring new glory on the autumn woods."
—Longfellow.

In the hazy, dreamy days of Indian summer what a recapitulation we have of the season that has just passed! The robins, the bluebirds, the host of tiny warblers—what matter that they now are southward bound, so long as they are about us everywhere as in the spring? And the long walks, the rides, the tennis, the boating—what more could we ask of summer herself? Then the harvesting, the seed-gathering, the veil of frost that autumn spreads to give us hint that ere long the indoor days will come—thus ends the resume that Nature gives us before she locks away her summer savings in the fastnesses of winter. While in this reminiscent mood she goes deep into her chests of treasure and brings forth those displays which find their fitting setting only in "October's bright blue weather."

To the student of nature there is an unending panorama of attractions thruout this, the last of our wholly outdoor months. In northern Illinois we may anticipate some such calendar as this:

First Week.

Fine warm clear days, with cool nights are to be expected.

Box elder, linden, cottonwood, hackberry and hard maple yellow, elm browning; red oak and white oak beginning to turn. Hickory and walnut bare, as are some hawthorn and wild black cherry. Box elder and bur oak shedding; leaves falling lightly, the main shower still to come. Fruits being dispersed by the hickory, walnut, hard maple, linden, hawthorn, hackberry and hazel.

In the late bloom: violet, buttercup, prairie phlox, fleabane, yarrow, evening primrose, sticktight, thistle, velvet weed, dandelion, wild black mustard, nasturtium and dahlia.

Velvet weed, yarrow, sedges and golden rod with mature seeds; seeds of wild lettuce, thistle, dandelion and milkweed flying over the fields.

Robin and bluebird in flocks; meadowlark, crow and sparrow also flocking; jacksnipe frequently seen; myrtle warblers abundant; ruby-crowned kinglet, golden-crowned kinglet, junco, whitebreasted and redbreasted nuthatches arriving from the north. Downy woodpeckers active, while redheaded woodpeckers are found with young. Warblers alert for food to sustain them on their long journeyed to the south.

Cabbage butterfly and sulphur still plentiful; caterpillars of many kinds abundant, the geome-

trids especially interesting, Katydid and other orthoptera numerous; locusts and crickets laying eggs. Flies bothersome; mosquitoes scarce. Giant water bug and many beetles common.

Garden slugs abundant on walks in the morning.

Farmers busy with their harvest of corn; potatoes being dug and apples gathered. Here and there some sweet corn to remind us of the good old summer time.

Second Week.

General aspect brighter. Pignut, birch, elm and woodbine at height of coloration; wild black cherry light yellow; hard maple decked in orange; white oak red, its fallen acorns sprouting; scarlet oak brightening; red oak tinged with red; linden and cottonwood assume a duller, browner dress; soft maple leaves yellowing and continuing to fall; box elder, hard maple, wild black cherry and hawthorn shedding.

In late bloom: buttercup, yellow oxalis, evening primrose, red clover, white clover, dandelion, mayweed, thistle, sneezeweed, smartweed, wild black mustard; various burs abundant, maturing and clutching at us as we pass. Pigweed, velvet weed, evening primrose, catnip, sunflower and mullin shower their seeds; thistle, asters and goldenrods consigning their seeds to the winds; tumble weeds engage in their fall migration.

Flocks of ducks, geese, robins, grackles and black-throated blue warblers are seen; chickadees abundant; warblers still passing thru; a glimpse of the bluebird. Fox sparrow and tree sparrow arrive from the north.

Flies scarcer. Crickets and locusts and some small beetles still with us, but caterpillars, butterflies and most other insect forms less numerous than last week.

Slugs still abundant on walks; earthworms yet near the surface, appearing on wet mornings.

Pumpkin and squash attract attention; farmers plowing. The approaching cold weather hastens the garnering of beets, tomatoes and potatoes.

Third Week.

Fine crisp weather. Warm days and cool nights with beautiful sunsets are to be associated with this brilliant period. Heavy frosts hasten the coloration of leaves still green, but deaden those already turned.

Climax of leaf coloration, the oaks in their glory. Leaves of bur oak and elm browned and falling; hard maple, cottonwood and birch leaves falling; catalpa yellowing; wild black cherry brightest yellow; locust leaves and pods falling; red oak showing a lingering green; scarlet oak, the gayest of all the trees, begins to deaden; willow bushes along the stream still green, but hinting vaguely of yellow. Bittersweet with beautiful mature fruit.

Hardy specimens of various fall plants still defying the cold,—among them the thistle, yarrow, mayweed, wild black mustard, fleabane, dandelion, wild lettuce, prickly lettuce, clover (red, white, and sweet) and burdock. Castor bean, canna and dahlia stricken by the frosts and cold. The leaves of the common mallow (which the children call "cheese") especially appreciate the sun, which they follow thru the day; algae, mosses, liverworts and ferns retain their summer beauty.

Flocks of juncos; robin, bluebird, ruby and golden crowned kinglet, chickadee, redwinged blackbird and

crow commonly seen and heard; jacksnipe and night heron also about; many hairy woodpeckers; grackle and song sparrow leaving.

Caterpillars frequently observed, apparently seeking winter quarters; few monarchs, cabbage or sulphur butterflies to be seen. Plant lice on the wing; house flies still in evidence.

Fall plowing still in vogue.

Fourth Week.

Rain, frost and wind hasten the falling of leaves. The wave of color subsides. Bur oak and wild black cherry bare; also the soft maple, box elder, ironwood, hard maple, white ash, poplar, horse chestnut, hawthorn, locust, mulberry, linden, sumach and woodbine. Red oak yellowing; hackberry shedding as are the catalpa, elm, mountain ash, and belated maples, poplar, linden



and oaks—except the scarlet oak, whose leaves die but still cling. Snowball foliage tinged with red; willows thinning; fruit trees at last surrender, the apple and pear beginning to dull, the cherry beginning to shed. Galls on cottonwood and willow become more noticeable as the trees become bare. Bittersweet at its best for home decoration.

Passing: Mayweed, fleabane, mustard, shepherd's purse, yarrow, and all the clovers; burdock, sticktight, swamp milkweed and nasturtium gone by. Dandelions still plentiful.

Robins rarely seen; kingfisher and chickadee in evidence.

Flies bothersome; occasionally a sulphur butterfly; locust and cricket bask in the sun at mid-day. The earthworm still with us.

Corn harvesting continues; garden crops all in.

Surely we do not lack biological suggestions for nature-study lessons during these four crowded weeks. Among the most available topics for the grades are these:

Killing frosts; effect on vegetation; economic significance.

Autumn coloration and leaf fall.

Activities of farm, orchard and garden; fall plowing.

Autumn wild flowers; garden flowers; fall weeds.

Dispersal of seed.—emphasizing unique methods.

Fruits; modification of flower parts.

Food storage in underground parts of wild and cultivated plants.

Planting of fall bulbs.

Bird migration; flocking of robin, bluebird, and other summer residents; their disappearance later; passage of migrants; arrival of winter residents.

Problems of insect life at this season.

Preparation of animals for winter,—muskrat, gopher, horse and other mammals; hibernation of lower forms, as frog, toad, salamander, turtle, earthworm, crayfish, mussel.

Soils; effects of fall plowing; origin of soils; pebbles; physical properties of soils.

Obviously this does not exhaust the material which the month affords, and it is possible that these generalizations do not suggest to all the wealth of illustration which is everywhere at hand. It is the function of each teacher to select that which most vitally touches the lives of those for whom she labors, and to organize this as best she can.

The winter school does not reach its optimum until it smiles with the blossoms of bulbs planted by the children in the fall. Before October has passed these bulbs should be in the earth, either in pots or in window boxes; however, if they do not suffer from drying they may be planted during November, before the ground freezes. In the selection of varieties, the preparation of the soil, the process of planting, and the subsequent care and enjoyment of the maturing plants, there are such opportunities for wholesome class-room activities and initiative that this subject may well be chosen to illustrate nature-study values.

THE PLANTING AND CARE OF FALL BULBS

What can we do to make our schoolroom even more cheery during the cold days ahead of us? How would you like to have some plants in bloom throughout the winter? What might we have? (Various house plants are suggested.) Do you know of any which we could start, ourselves, now, which will flower for us indoors before winter has gone? In growing new plants what parts may be used? (Seeds, cuttings "slips," various underground parts; examples of each, if desired, from previous studies.) Which plants, have we learned, win out in the springtime in the race to bloom? (Those which start from parts underground in which food is stored.) This is not the seed-planting time of year, and if we wish something which will grow to bloom rapidly now we should select a plant which has stored food for ready use in quick development.

Bulbs are the best for our purpose. What flowers can you name which are grown indoors or out-of-doors from bulbs planted this time of year? (Tulip, hyacinth, narcissus, daffodil, jonquil, Chinese lily, snowdrop, crocus, and others. If dealing with a primary class, the teacher may show the colored picture of such kinds as she desires to grow.) Which varieties do you prefer? It would be well to make the acquaintance of some new kinds. Where shall we obtain our bulbs? Which one of you will write to an address which I will give you and obtain a catalogue from which we may choose? (A convenient house with which to deal is Vaughn's Seed Store, 84 Randolph street, Chicago. Other houses—if there be no local dealer—may be reached thru the advertising columns of such periodicals as "Country Life in America" and "The Garden Magazine." The catalogs are well illustrated and give information as to varieties, how to plant, etc.)

Very satisfactory varieties for indoor bloom ("forcing"), with price per dozen from a dealer's catalog, are Hyacinth—French Roman, unnamed varieties, blue, red, white, 65c; L'Innocence, single, white, large, \$1.45. Single tulip—Keizer's Kroon, red and gold, 35c.

Single tulip—Joost Von Vondel, cherry red, feathered white, 35c.

Double tulip—Crown of Gold, coppery gold, 50c.
 Double tulip—Murillo, white, shaded rose, 40c.
 Single daffodil—Golden Spur, yellow, 40c.
 Single daffodil—Empress, yellow cup, white saucer, 50c.
 Single daffodil—Horsefieldii, similar to Empress, but earlier, 50c.
 Single daffodil—Poet's Narcissus, white, with golden cup and scarlet rim, 20c.
 Double daffodil—Von Sion, yellow, 30c.
 Double daffodil—Orange Phoenix, white, with orange center; called "Eggs and Bacon," 25c.
 Paper White narcissus—Pure white; can be grown in water, 30c to 65c.
 Chinese Sacred lily—White, with yellow center; can be grown in water, 85c.

These prices, for any variety, will be found to vary with the size of the bulb and the amount of the order. The strongest bulbs will give the best results.

While waiting for our order to be filled it will be well to study the structure of bulbs, that we may be able to grow them more intelligently. One kind of bulb we raise in our garden for food. (The onion.) What part of the plant is the (onion) bulb? (The underground part.) What do we usually call the underground portion of a plant—of a tree, a sunflower, a geranium, or a corn plant? (Root.) Does the onion look like a root? Examine it closely. Remove some of the outer wrapping; describe this coat. (Brown; made up of thin, dry, papery, leaf-like scales.) What lie beneath? (Thicker, greenish white layers.) This does not look much like a root. Do you think of any other garden vegetable built on this plan,—from which you can start piece after piece growing about a common center? (Cabbage; ear of corn.) What do we call the outer pieces which we strip from the cabbage? (Leaves.) From the corn? (Husks.) From the onion? (Scales.) Evidently all of these are leaves, more or less modified. How do the inner husks, or the inner cabbage leaves, differ from the outer? (Whiter.) What other white leaves have you seen? Why is the grass (leaf) white under a board? Because of the darkness; light is necessary to develop the green color.) How do you explain the whiteness of the inner leaves of cabbage or onion? The outer leaves of the cabbage, exposed to light, are green; in a bulb the outer leaves, exposed to dry earth, are dry and brown. Account for the thickness of the inner leaves (scales) of the bulb. (Food storage for rapid renewal of growth.) What part of a plant bears the leaves? Where will the stem of the growing bulb-plant appear? (From the middle portion.) See if you can find it there; cut an onion thru from top to bottom (longitudinal section) and sketch the cut surface. Notice the "heart," or "core" (stem), and the growing point. Where will you look for roots? What do you find there? (Dried, fibrous roots.) When a bulb is planted, it must form new roots before it can be well established; we must recognize this fact in our treatment of the bulbs after planting them.

When our flower bulbs arrive we shall cut one as we did the onion, that we may better understand its nature. (Take a hyacinth bulb.) What do you think we shall find in the "heart"? Make the section; what do you find? (A miniature spike of flowers.) With abundant food supply stored in the leaves, under favorable conditions the flower quickly breaks into bloom. Do any wild flowers work on a similar plan? Recall this when we are taking up plants from the woods next spring for our wild flower garden.

One great essential in potting bulbs is to provide good drainage. How shall we do this? Place pebbles or potsherd at bottom of pot, over the hole.) Some cinders and then some moss over the potsherd may help matters. If a window box be used, holes may be bored in the bottom, and the box placed on cleats in a galvanized tray or on a board to allow natural drainage. The soil must

be "light"—easily drained. Good rich soil is obtained by piling pieces of sod face to face and leaving them until they are thoroly rotted. A little sand—one part of sand to five or ten parts of black soil—may be added. Bulbs do not demand especially rich soil, but a little farm manure, provided it is well rotted, is a desirable ingredient; or a very small amount—one part in fifty—of bone meal may be used. All bulbs should be planted as early as they can be had from the dealers,—in September or October.

Three bulbs in a five-inch pot give a very effective bloom. Cover the top of the bulb to the depth of one inch; hyacinths, however, should be barely covered, else the bloom will suffer. (In outdoor planting the depth is greater for all bulbs.) Press the bulb down firmly into the soil, then fill in around it and gently "firm" the soil, but do not pack it too hard. Do not plant different varieties in one pot, as the effect is not pleasing. In a long window box two varieties may be used, if properly arranged.

After planting, the great secret is to leave the pot in a cool dark place until the roots are well formed. If placed in the cellar the plants should be watered at intervals of one or two weeks. (Beware of mice!) It is probably better to bury the pots out-of-doors in dead leaves or straw (for cleanliness) and cover them with earth or ashes so that they will not freeze severely. Leave them without further attention until midwinter or early spring. They may be brought indoors one or more at a time as determined by the date at which bloom is desired; thus a long sequence of flowering is assured. If the leaves and spike have been held back until roots are well established, their final development in the warmth (50 to 60 degrees), and light of the window garden will be rapid. At this period water them freely. Place over the plant a paper cone one foot high with a two-inch open circle at the apex; this will stimulate the growth of leaf and spike. Remove the cone at your discretion—possibly when the plant is six inches high—as the leaves will be weak and spindling if in the dark too long.

The hyacinth, paper white narcissus and Chinese lily are less hardy than the other varieties and should be well protected from frost.

Altho they thrive in soil, the paper white narcissus and the Chinese lily are almost universally grown in water. The former lasts longer and has a more delicate fragrance. Plant these bulbs in a deep bowl of water, supporting and surrounding them with pebbles. It may be of interest to experiment with "plant food," obtained in the form of soluble tablets, but this is quite unnecessary. A cheap and easy method is to grow these varieties in water-soaked sand in a tin can which may be wrapped—when ready for exhibition—with suitable crape paper. This plant may be given away without any misgivings as to the return of the container.

After being "forced" into flower indoors, bulbs do not as a rule do well in pots the following year. When the blossoms have withered, cut the spike and allow the leaves to die down, ripening the bulb, which (except in the case of the paper white and the Chinese lily), may then or in the fall be planted out-of-doors to recuperate and blossom in succeeding years.

Out-door planting affords many interesting problems as to location of bed, principles of landscape gardening, color scheme, border effects, mulching, etc., which are beyond the scope of this article.

It is perhaps superfluous to remark that this entire procedure should be in the hands of the children. In some cases the bulbs may be purchased with funds from the sale of school garden products. As the plants mature their development may be measured and pictured from time to time until—if the cheaper varieties are grown—each child may carry to his home a gift of bloom toward whose production he has contributed with most profit to himself.

Drawing and Construction Work

DRAWING FOR OCTOBER

Alice V. Guysi, Supervisor of Drawing, Detroit.

No month offers more interesting material for drawing from plant life than does October.

Autumn vegetables, fruits, late flowers and brilliantly colored leaves make the teacher long for more time than is usually allotted to it.

In gathering specimens of fruit or vegetables do not forget that a bit of branch or vine with leaves attached add quite as much beauty and grace as foliage does to a flower.

In presenting a specimen of large growth such as a beet, for primary, or corn stalk for grammar grades, place a piece of drawing paper back of the specimen and draw only such portion or section as can be seen on the

paper. See illustration of unfinished sketch of section of corn by fifth grade pupil.

First and Second Grades

The little folks may try water color washes in yellow and red, always first putting in a wash of clear water. Later they may brush some blue into the yellow to make a green wash. These papers may be used for paper cutting, yellow or green apples and pears being vastly more interesting and realistic than those cut from plain paper.

In similar fashion prepare paper to cut autumn leaves by brushing in both blue and red into a yellow wash.

A pleasing lesson in space division may be given by selecting a forked twig with one, two or at most three leaves, have the class draw the twig, cut and paste the leaves.

One or two of the best cuttings of each pupil should be selected for mounting. The mounting to be done by the pupil under the direction of the teacher.

This is really the first lesson in art which has been defined as the proper filling of space. While not willing to accept this as a definition of art we must recognize the "proper filling of space" is an essential of any work of art. Direct the class to place the cuttings a little nearer to the top than to the lower edge of the paper and to have more space on one side than on the other.

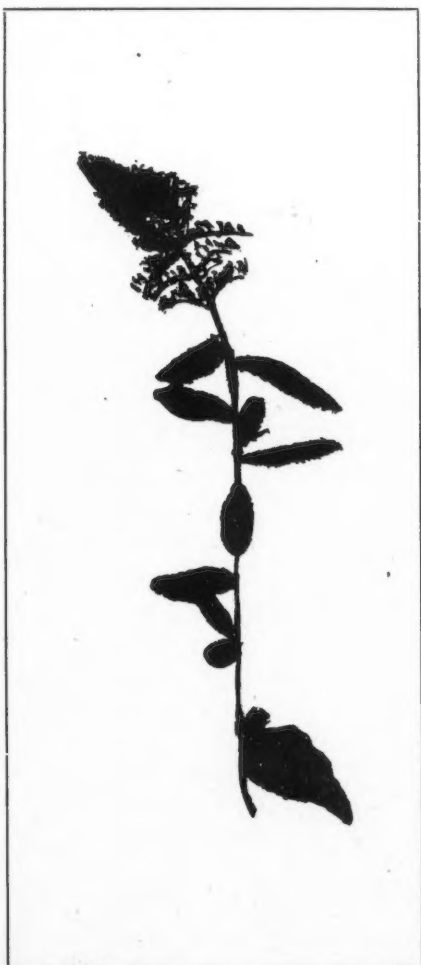


Illustration A.—Shadow picture of corn by Second Grade pupil. Showing appropriate size of paper to properly fill the space and secure large drawing. Actual size of paper 5x13.



Illustration B.—Silhouette in ink by Fourth Grade pupil. Showing excellent judgment in selection of size of paper and placing of drawing which is full size. Actual size of paper 5x13.

Strong classes will be ready to attempt sketching in colors after several lessons in cutting and pasting.

The June School Journal gave detailed directions for washing in a silhouette or shadow picture of the form in the primary color necessary to both flower and leaf and while this is still wet brush in the other primaries necessary to produce the secondaries.

THIRD GRADE

Will follow the foregoing directions for color work but before attempting color they should try silhouette work with brush and ink.

The silhouette necessarily eliminates detail and fills the place which cutting does in the first and second grades.

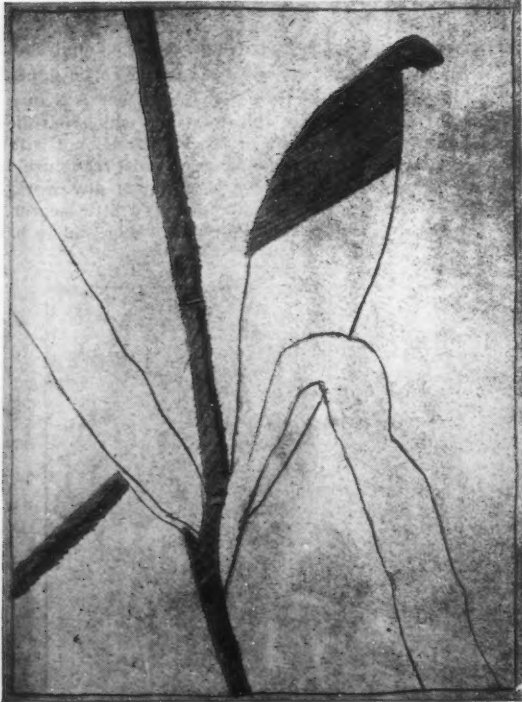


Illustration C.—Unfinished pencil sketch of section of corn by Fifth Grade pupil.

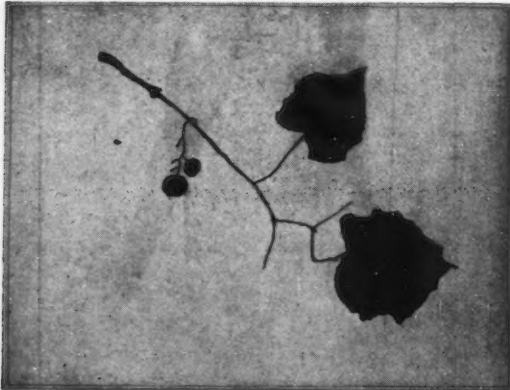


Illustration D.—Charming ink sketch of simple spray by Seventh Grade pupil.

In sketching simple fruits, apples, pears, etc., one or two leaves are quite sufficient to leave attached to the twig.

This class should also try some pencil work in large

suggestive outline. A large, soft lead is recommended.

FOURTH GRADE

All that has been suggested for the third grade will be found helpful in the fourth year.

In addition the classes may try to give more strength and style to pencil sketches by accenting lines. In Detroit we do not commence to shade with pencil until the fourth year, hence in the "B" fourth class autumn work is in accented outline only. The "A" class may reduce the color value to two tones, shading the dark one and using the outline for the light one.

FIFTH GRADE

Draw vegetables, fruits and their leaves, and flowers. Help the class see things in a large way, eliminating minor details. Reduce the color value to not more than three tones, letting the paper stand for one.

In pencil shading use an oblique line slanting from right to left downward.

This method is recommended for all pencil shading in all grades. If strictly adhered to it avoids change of method with change of teachers, always a detriment to steady progress.

It enables the pupil to concentrate upon results instead of the way of doing, as the continued practice develops technical power.

While occasionally some subjects seem to demand color and should be expressed in color, do not forget that in a practiced hand the pencil can be made to express color in a wonderful way.

A practiced hand is only acquired at the cost of practice, therefore let us from this grade on emphasize the use of the pencil.

Variety may also be given to the work by sketching with brush and ink.

Make a value scale of three tones before attempting to do any sketching in neutral tones.

SIXTH GRADE

Classes should not attempt to do more than the work



Illustration E.—Pencil sketch of apple on branch by Seventh Grade pupil. Spray was shown on drawing paper same size as used by pupil. Vertical plane.

outlined for the fifth grade, but the work should soon show evidence of superiority as a class.

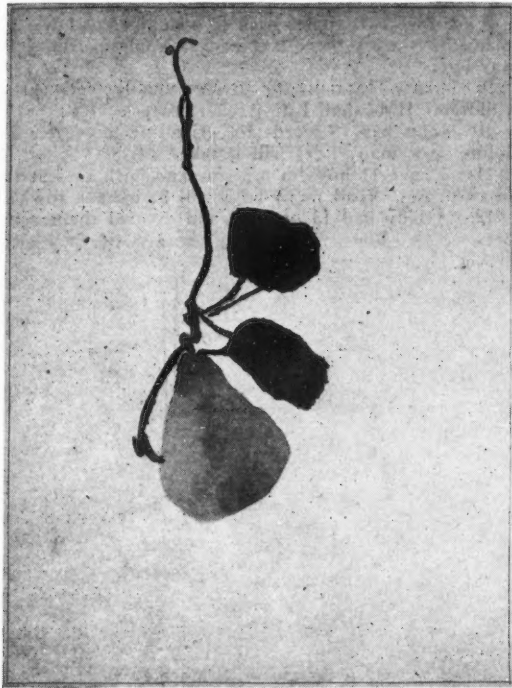


Illustration F.—Ink sketch by Seventh Grade pupil. Arranged in same manner as Sketch "E."

Naturally there will always be individual children having unusual ability whose work will be far above the average, but our work is planned for the masses not for the talented few.

CONSTRUCTION WORK FOR INTER-MEDIATE GRADES

Miss L. F., Calumet, Michigan.

HOW TO MAKE A LIBRARY LIST

Materials needed are two pieces strawboard, each $3\frac{1}{4}$ by 5", one piece of bogus paper 5×13 ", two pieces bogus paper each $1 \times 2\frac{1}{2}$ ", one piece muslin $2 \times 3\frac{1}{4}$ ", two pieces drawing paper for end papers and fly leaves, $3\frac{1}{4} \times 11$ ", four or five pieces writing or drawing paper for leaves $3\frac{1}{4} \times 11$ ", a needle and some heavy white thread, pencil, rule, scissors and paste.

Arrange the pieces of strawboard upon the wrong side of the bogus paper $1\frac{1}{2}$ " apart; and equally distant from the edges, (Sketch 1.) Test position by laying rule against upper and lower edges. Mark the position of the pieces of strawboard by tracing around them with a pencil. Remove them, and test again. Continue the outer edges of the oblongs to the edges of the paper, (Sketch 1) and cut out the corners. Fold margins A, B, C and D towards the middle, folding over the edge of a rule to insure a straight line. Paste the pieces of strawboard in place. Turn A and B over the edges of the strawboard, and paste in place. Fold the corners of C and D diagonally, and paste them, (Sketch 2.) Paste margins C and D in place. Fold the long edges of each piece of bogus paper $1 \times 2\frac{1}{2}$ " towards the middle and paste, (Sketch 3.) Roll the middle of each of these strips around a lead pencil to shape it. Paste the projecting ends together, leaving a round loop large enough to hold a pencil. Paste one of these loops at each end of the cover, one-half inch from opposite corners, (Sketch 4.)

Tint the end papers and fly leaves, using a light tint

of some color that harmonizes with the bogus paper. Instead of tinting, or after tinting, these papers may be covered with a surface pattern of small units in some harmonious tone. Paste the strip of muslin across the middle of the wrong side of the end paper, just where the leaves are to be sewed together. Arrange the leaves of the book, fly leaves and end papers in position so that the two latter face each other. Fold and sew them

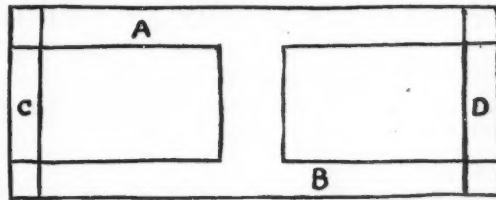


Fig. 1.

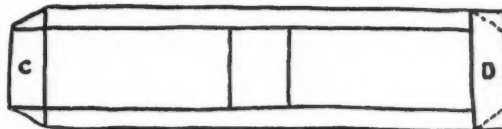


Fig. 2

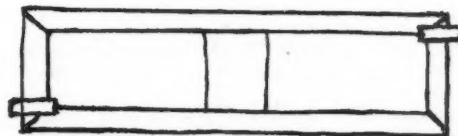


Fig. 4

thru the middle. Spread paste upon the wrong side of the end papers, and paste in place inside the cover, equally distant from sides and ends. Put under a weight until thoroly dry, (Sketch 5.)

In decorating the cover of the library list, use a simple unit well placed, or a decorative arrangement of the pupil's initials. To make the unit, cut several pieces



Fig. 3.



Fig. 5.

of thin paper large enough to cover the space to be occupied by the decoration. Fold each piece twice thru the middle, and cut one-fourth of the unit. U-fold, and the entire unit appears. Trace the most interesting unit upon the cover, and color it so that it is in harmony with the cover. If necessary, outline with a brush line of dark.

Number and Arithmetic

ORAL SUPPLEMENTARY ARITHMETIC

(All rights reserved.)

MISS LAURA NEWHOUSE, Willard School, Chicago.

1. Jack had 20 dollars and bought a present for \$18. What part of his money did he spend?
2. A lady had 8 birds but 6 died. What part of her birds died?
3. A hen had 16 chickens but 14 were taken away. What part were taken away?
4. Dolly has 14 yards of ribbon and gave away 12 yards. What part did she give away?
5. A man bought 12 cents worth of sugar and paid 38 cents. For what part of the sugar did he pay?
6. Edwin bought 3 pencils and gave 2 away. What part of his pencils did he give away?
7. There were 8 pencils in a bunch but 4 of them were broken. What part were broken?
8. When John started to play marbles he had 10 marbles. He lost 8. What part of his marbles did he lose?
9. There were 8 pears on a plate and the children ate 6 of them. What part of the pears did they eat?
10. Henry and Jack went fishing and caught 22 fish. Jack caught 18 of them. What part of the fish did Jack catch?
11. How many fish did Henry catch? What part of all the fish did Henry catch?
12. There are 20 school days in a month. Helen was absent 14 days. What part of the month was she absent?
1. Farmer Jones owned 5 cows and 4 of them ran away. What part ran away?
2. A grocery man had 10 chickens and sold 8. What part of his chickens did he sell?
3. John's mother sent him to the store to get 4 quarts of milk. On his way home he spilt 3 quarts. What part of the milk did he spill?
4. Joseph had 18 pieces of candy in a box. He ate 4 of them. What part of his candy did he eat?
5. A farmer who had 16 bushels of potatoes sold 6 bushels. What part of the potatoes did he sell?
6. A rose bush had 24 roses on it and 14 dropped off. What part dropped off?
7. If there are 14 birds on a tree and 8 of them are robins, what part of the birds are robins?
8. There were 18 windows in a house and some bad boys broke 10 of them. What part of the windows did they break?
9. Arthur had 16 walnuts and ate 6 of them. What part of the nuts did he eat?
10. A lady had 10 cups but 6 were cracked. What part of the cups were cracked?
11. John had 19 pencils and 4 were sharpened. What part were sharpened?
1. If I have 15 pieces of candy and divide them equally between two girls, how many will each girl get? How many will I have left?
2. James has 25 marbles and puts them into two piles. There are — marbles in each pile and — marbles left.
3. If I count eggs and take out two at a time, how many times can I take out to get 19 eggs?
4. How many two-cent stamps can I buy for 13 cents? How much will I have left?
5. How many balls at 2 cents each can I buy for 17 cents? How much will I have left?

6. If I divide 11 cents equally between two boys, how much will each get. Will I have any left?
7. A doll buggy costs \$2. How many of the same kind can I buy for \$9?
8. I gave two apples each to a number of boys. How many boys were there if I had 23 apples? Did I have any left?
9. I have 17 balls to divide equally between two children. How shall I do it?
10. John has 15 words to write. If he writes 2 on a line, how many lines will it take?
11. I have 11 boys in my row and wish to seat them in two rows. How many boys will be in each row?
12. A lady had 13 oranges and divided them equally between two boys. How many oranges did each get?



A School With Marbles

Polly Flinders loved to play school. So she got Johnnie, Willie and Susie, and had a class in numbers. Polly had a very good way of teaching numbers.

She took her bag of marbles and gave Johnnie 12 marbles. "Now," she said, "Johnnie, you give $\frac{1}{2}$ of those marbles to Willie." So he gave marbles to Willie. "Willie, give $\frac{1}{2}$ of yours to Susie." And Willie gave marbles to Susie.

Then Polly gave Willie 15 marbles more and he had —. She told him to put all of them in 9 piles so that there would be the same number in each. He did so, putting — marbles in each pile.

"Take your marbles together, Willie, and give Susie $\frac{1}{2}$ of them." Willie did this and then Susie had marbles with those she had before. Polly then gave Susie 12 more and she had — marbles altogether.

Now it was Susie's turn. "Put your marbles in two equal piles," said Polly. Susie did this, and put — in each pile. "Give me 10 of your marbles," said Polly. She did as she was told. "What part of your marbles have you given me?" Susie told her she gave her of her marbles. "That is good. And how many have you left?" Susie told her she had — left, and smiled because she had done so well.

Polly gathered all her marbles together and found she had 10. She gave Johnnie 8 of them and had — left. "Johnnie," she said, "how much would those marbles cost you if you paid 2 cents a-piece for them?" "They would cost cents," said Johnnie. "If you played a game with Willie and lost 6, what part of your marbles would you lose?" He said in that case he would lose — of his marbles; but he was sure that it would not happen because he could beat Willie playing marbles. She gave him 14 more and told him to divide them equally between Susie and Willie. He did this and gave them each — marbles.

It was now time for recess and so Johnnie and Willie grabbed the bag and had a good game.

PROBLEMS INVOLVING THREE

1. Nine children, each spent 3 cents for candy. How much did they all spend?

2. There were twelve men sitting on a porch. A poor man came along and each one gave him \$3. How much money did the man get?

3. A boy walks 3 blocks to school. How many blocks does he walk if he comes and goes twice a day?

4. A boy sharpened 3 boxes of pencils. There were 12 pencils in each box. How many pencils did he sharpen?

5. If a man works for \$3 per day, how much money will he get in 6 days?

6. He works 6 days a week. How much will he get in 4 weeks?

7. How many months are there in three years?

8. A lady gave her little daughter 3 dimes and she changed it for pennies. How many pennies did she get?

9. Mrs. White paid \$8 for a hat and three times as much for a suit. How much did she pay for the suit? How much did both cost?

10. There are 10 yards of ribbon on a bolt. A lady bought 3 bolts. How many yards did she get?

11. A grocer put the following things in a basket: 3 oranges, 6 bananas, 2 apples. How many pieces of fruit did he put in 3 such baskets?

12. A man bought three pairs of shoes at \$5 a pair. How much did he pay for all the shoes?

13. Mr. Jones sold three pictures at \$10 each. How much money did he get for all?

14. How many eggs would I get if I bought three dozen?

15. It is 11 miles to the postoffice and back. How many miles did I walk if I took the trip three times?

1. If I bought apples at 3 cents each, how many could I get for 24 cents?

2. Thread costs 3 cents a spool. How many spools can I buy for 30 cents?

3. If I had 12 bones to divide equally among 3 dogs how many bones would each dog get?

4. Helen is going to read 36 books. How many months will it take her to read them if she reads 3 in one month?

5. If one turkey costs \$3, how many turkeys of the same size can I buy for \$15?

6. Walter earned \$21 in three weeks. How much did he earn in one week?

7. A shoemaker can make 3 pairs of shoes in one day. How long will it take him to make 33 pairs?

8. If in counting marbles, you take out 3 at a time, how many times would you have to take out to get 18 marbles?

9. If it takes 3 yards of cloth to make a waist, how many waists can be made of 27 yards?

10. Lillie had 24 roses and gave three of them to each of her playmates. How many playmates did she have?

11. If three barrels of flour cost \$12, what is the cost of 1 barrel? What will 2 barrels cost?

12. I bought 3 melons for 36 cents. How much did I pay for each melon?

13. If 12 bushels of wheat make 2 barrels of flour, how many bushels will make 1 barrel of flour? How many will make 3 barrels?

14. I bought 3 dozen lemons and gave the man 2 dimes and 2 nickels. How much were the lemons a dozen?

15. How much are oranges apiece if 3 oranges cost 9 cents? How much will 1 dozen oranges cost?

16. I have 12 tops to give to 3 boys. If I give each the same number, how many will each boy get?

17. I bought some oranges at 3 cents each. How many oranges can I get for 30 cents?

18. A lady bought some thread at 3 cents a spool. She gave the man 27 cents. How many spools did she get?

1. If a man earns \$9 a day, how much can he earn in 1/3 of a day?

2. Jennie bought 2 dozen eggs and broke 1/3 of them. How many eggs did she break?

3. Susan shelled 5 quarts of peas and her sister shelled 1/3 as many. How many did her sister shell? How many did both shell?

4. John is 21 years old and his brother is 1/3 as old. How old is his brother?

5. A farmer had 27 bushels of wheat and took 1/3 of it to the mill to be ground into flour. How much did he take to the mill?

6. Edward walks 1/3 of 18 blocks to school. How many blocks does he walk to school?

7. Of 33 fruit trees in an orchard, 1/3 of them are peach trees. How many peach trees are in the orchard?

8. Edna picked 21 quarts of cherries and George 1/3 as many. How many quarts did George pick? How many did both pick?

9. A man rode 36 miles in 3 hours. How many miles can he ride in 1 hour? In 2 hours?

10. There are 16 marbles in 1 pile and 5 in another. Put them in piles with 1/3 of all the marbles in each pile. How many marbles will be in each?

11. Walter paid 15 cents for a top and 1/3 as much for a ball. How much was the ball? How much were both?

12. There were 18 persons at one table and 1/3 as many at another. How many persons were at the other table?

13. I saw 12 birds in a meadow and 1/3 of them were on a tree. How many were on the tree?

14. A cat caught 9 mice one day and 1/3 as many the next day. How many did she catch the second day? How many both days?

15. Farmer Brown bought a cow for \$15 and a hog for 1/3 as much. How much did he pay for the hog? How much did he pay for both?

CORRECTING SPEECH

How many teachers have been troubled with such expressions as "ain't got no," "yit," "git," "there ain't none," and numerous other vulgarities of English.

I found them very difficult to weed out, so I tried this plan, which proved really successful:

I tacked a sheet of cardboard in a conspicuous place on the wall. Upon this was recorded the erroneous expressions with a list of fines for the use of each, together with the names of all the pupils. The pupil who said "ain't got no," for example, was fined five dots, and each dot counted a minute of extra work of some kind to be performed.

Some errors less glaring counted one, two or three dots. The pupils put the dots beside their own names when found guilty. It was only a short time until I found them exercising great caution in correcting slovenly expressions. Moreover, they took the punishment quite cheerfully.

Eva Glenn, Walden, N. Y.

TEACHERS' CLASSES

The Cultural Review School, 40 East Randolph street, Chicago, has opened its fall term in the teachers' department, with the largest enrollment in its history. It is furnishing complete preparation for all teachers' examinations in Chicago and Cook county. The extraordinary demand for teachers this year in and about Chicago causes the courses offered by this school to possess especial attraction to teachers everywhere, who desire positions in Chicago. The fact that nearly every public school in Chicago, and about thirty private schools, have had some of their teachers studying in the Cultural Review school is evidence that the teachers know where they can obtain just the necessary assistance. Courses may be pursued either in class or by correspondence.



SOME ESSENTIALS FOR THE CORRECT INTERPRETATION OF GEOGRAPH- IC MATERIAL—PART II.

F. E. Mitchell, State Normal, Oshkosh, Wis.

AREA

Before the pupil is required to learn the area of any country, he should be drilled in the fundamental principles that give area meaning: Unless this is done, the pupil, after much urging, learns the area of England, France, Germany and the rest, and after this knowledge has served the purpose of the recitation it is immediately dropped out of consciousness. The teacher knows that this will be the final result, yet year after year it is repeated, for what good purpose it has not been discovered. We teachers say with much emphasis that the purpose of education is to stimulate thought, and this is true, but the mind does not think things, it thinks relations. But before relations can be seen, the fundamental principles involved must be understood.

The pupil knows long before he leaves the grades that great wars have been waged for the sole purpose of acquiring territory, and that no greater calamity can befall a country than to be despoiled of its possessions. But just why nations value territory so highly is not clear.

In order to understand the significance of area, the pupil must know:

1. That the greatness of a nation depends very largely upon the national resources.
2. That limited area means limited resources.
3. That to carry out national ideas and national ideals requires vast sums of money, and that the only way a nation has of raising money is thru some form of taxation.
4. That the amount of money a nation can raise by means of taxation is determined by the number and wealth of its citizens, and this is in turn determined to a very great extent by the area of the country.
5. Limited area means limited population.

The number of people that can be grown on a square mile of territory is limited in the same way that the amount of corn that can be grown upon a square mile is limited.

6. That nations with small areas like The Netherlands, and Switzerland, may be ever so good but they can never be great. It requires large sums of money to create armies and navies. Johiah Strong, in his *New Era*, says, "The time has not yet come when nations are willing to be wholly ruled by right and reason. It is still true that the weight of an opinion depends very largely upon the fighting strength of the nation which utters it. It is still true that 'the argument is on the side of the heaviest battalions.' The wars of the future will be won or lost by the treasury, the patent office, and the census department." We may deplore this condition but the fact remains. The European countries

do not acquiesce in the Monroe doctrine because they see that it is right, but because they see that the United States is able to enforce it. They have profited by the experience of Maximilian.

The points enumerated above are not to be thought to be conclusive, they are merely suggestive. They need not be presented in 1, 2, 3, order but the teacher should master and then enlarge upon them. Her own experience will tell her how to impart this knowledge to her pupils.

POPULATION

This topic is very closely connected with area and is very largely determined by it. Before it is taken up in the consideration of any country, the pupil should be led to see:

1. That the greater the density of population the higher the cost of living or the lower the standard of living.
2. That the denser the population, the higher the price of land and of land products.
3. That the greater the density of population the lower the cost of labor and of labor products.
4. That the greater the density of population, the higher the rents of both houses and lands.
5. That the denser the population, the lower the rates of railroad transportation should be.
6. That the greater the density of population, the greater the emigration.
7. That nations whose territory is densely populated will be more anxious to acquire territory than nations where territory is less densely populated.
8. That in densely populated countries farming will be intensive rather than extensive.
9. That the greater the density of population, the smaller the individual land holdings.
10. That the greater the density of population, the greater the market for food products and raw materials.
11. That as the density of population reaches the point of excessive population, the occupation of the people changes from agricultural pursuits to those of commerce and manufacturing.
12. That a country is growing when the products of the country exceed the demands for subsistence, that it is grown when they are equal, and decadent when the demand for subsistence exceeds the power of the country to produce. If this point is carefully worked out, the pupil will begin to understand something of the rise and fall of nations.

By skillful questioning on the part of the teacher, the pupil should be led to comprehend the above points, and then when he comes to the study of the population of some country, he will come to it with a body of knowledge which will enable him to understand its significance. In other words, he will be able to read meaning into fact that Germany has a population of more than 60,000,000 of people living on 210,000 square miles.

In these figures he should see high cost of living or lower standard of living; high prices of land and land products; low wages and cheap labor products; great emigration and a great national desire to acquire territory in other lands; small farms and intensive farming; a great market for food products and raw materials; a gradual trend of the people away from agricultural pursuits to those of commerce and manufacture.

It is not necessary for the pupil to study the area and

population of all countries. The point is that he must be able to see the significance of these topics whenever they come to his attention. No teacher of arithmetic would think it necessary for the pupil studying addition of fractions, to add an unlimited number of fractions. He should add a sufficient number to make him proficient in adding fractions. In the same way, he should deal with the area and population of a sufficient number of countries to make him proficient in interpreting these topics.

It may seem that this preparatory work will consume considerable time, and so it will, but the time gained in the study of particular countries, together with the increased understanding of the topics considered, will more than compensate for any seeming lost time given to prepare the pupil to do the work required. Then, besides, teachers should not concern themselves so much about the quickest way but the right way. Speed in thought, as in everything else, is greatly to be desired, but accuracy in thought even more so.

REMARKABLE DEVELOPMENT OF THE BANANA TRADE

One of the most interesting features of the development of closer trade relations between the United States and Europe and the countries bordering on the Caribbean is the growth of the banana business. It has advanced to such proportions that it is now far beyond the most optimistic predictions of ten years ago. If it builds up in the future as it has in the last few years it would seem to be only a question of time when bananas would become one of the common food products of the masses of the people in the United States and Europe. It was not long ago that bananas were regarded almost as a luxury; now they are becoming cheaper even than apples in the apple country of the United States. The great benefit to the Caribbean countries in the growth of this trade is the converting of large areas of apparently useless jungle into most valuable plantations. Thousands of square miles which five years ago were considered valueless and only fit to breed mosquitos, are now fruitful sources of revenue in the production of bananas, and towns are being built all along the Caribbean coast where before there was no life or activity.—Bulletin Bureau of American Republics.

USE PICTURES IN TEACHING GEOGRAPHY

In recent years some teachers especially interested in geography have put much work into the selection and arrangement of pictures that should be studied by a class not merely as supplementary to the text but rather as sources of knowledge that should precede the text. Children should be taught to study pictures and to compare and relate pictures so as to arrive at truths of value. Frequently the text should serve merely to revise and set forth clearly the conclusions the pupils have arrived at by field work or by the study of objects and pictures in the geographical laboratory, the schoolroom. In the writer's own experience he has failed uniformly to attain this ideal in the ordinary course of daily work.

With the expenditure of much time and some money thousands of half-tone views may be accumulated, classified and mounted. When pasted on squares of cardboard they prove durable enough and are fairly convenient in use, but seldom lead to tangible results. An able normal school teacher, one of the first leaders in the improvement of geography teaching, claimed for such a plan only that the pupils gained a composite mental picture of a place or subject that was clearer than the text alone could give. It was not expected that the pupils would in recitation tell materially more than they had read. This is extensive work—looking at pictures. Pictures as thus used supplant the text, and that only.

Some teachers have carefully grouped pictures, for

instance, mounting many on one sheet of cloth like a map. Or they have purchased valuable photographs that presented important types and have written several questions to direct the pupils in studying each. The cost in time and money has always limited the elaboration of either plan. Few teachers also have developed the special skill needed to guide pupils to the perception and formulation of really important general truths by means of the thoughtful observation of pictures. The efforts thus vainly expended, and the inadequate treatment of pictures in text-books, clearly call for the provision of carefully chosen sets of pictures with accompanying directions and questions. Only thus may world geography be studied, as field work enables students to learn home geography.—Philip Emerson, Lynn, Mass., in *Journal of Geography*.

COAL IN ALASKA

The alarm that has been felt over the rapid destruction of our coal supply has been dissipated by the discovery that in Alaska there are 12,600 square miles of coal deposits, containing not only the highest grades of bituminous coal but also anthracite that compares favorably with the best found in Pennsylvania. In the future, when the coal mines of the United States are exhausted, the people will look to Alaska for heat, light and manufacturing power.

Not all, by any means, of the Alaskan territory has been explored, and there may be still other coal fields awaiting discovery and use. But enough coal is already in sight to supply the needs of the United States for many hundreds of years.

This discovery, taken in connection with the finding of a new variety of wheat indigenous to Alaska but which can be grown in this country, a wheat that yields as much as 222 bushels to the acre, shows that America made a tremendous bargain when it purchased the territory from Russia for \$7,500,000.

SUGGESTIONS FOR OCTOBER CALENDAR

EUGENIA HORN, St. Joseph, Mo.

(See Calendar opposite page.)

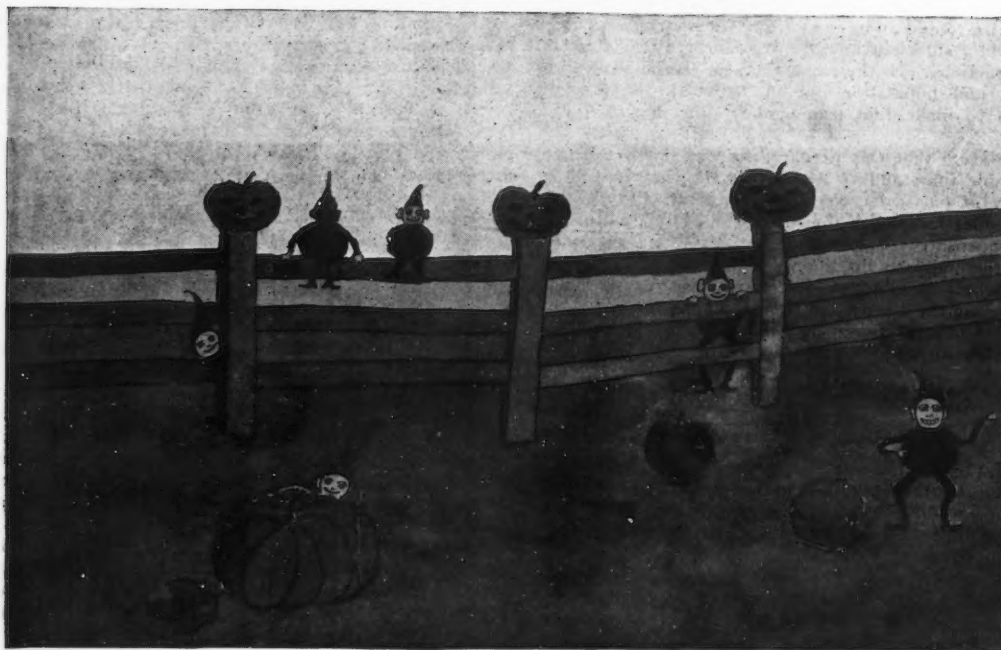
Along with October comes the feeling that autumn is really with us. The leaves have put on their garments of scarlet, brown and gold, and are beginning to fall. The fruits are being gathered, and the children are planning their fun and frolic for that night of all autumn nights—Halloween.

Halloween was used as the key-note of the October calendar. The original was worked out in water colors. For the sky a pale blue was put in so as to bring out the golden yellow of the pumpkins, or Jack-o-lanterns. In painting the Jack-o-lanterns enough orange was added to the yellow paint to make it the pumpkin gold. For the features of the lanterns orange paint was brightened to a flame color with red. The fence, of course, is gray, while the little brownies peeping out from behind the fence and the pumpkins are dressed in brown suits trimmed with red buttons, and are wearing red caps and shoes. The faces of the goblins were left white, the features being put in with pen and ink. A very thin line of black was used to outline the features of the Jack-o-lanterns and the brownies' clothes. As it is late in the year the grass is represented as dying out, a great deal of brown having been mixed with the green in order to get the desired shade. As October is the month when most of the leaves drop from off the trees, leaves were used to mark the weather. A pretty brown was used for dark and rainy days, and a golden yellow for sunny days. Colored paper was used for the leaves for this calendar, but they could be done in water colors, if preferred. The size (14x22) and other proportions of this calendar are the same as those of the September calendar, described in the September number.

The Catholic School Journal

OCTOBER CALENDAR

EUGENIA HORN
St. Joseph, Mo.



Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
		1 	2 	3 	4 	5
6 	7 	8 	9 	10 	11 	12
13 	14 	15 	16 	17 	18 	19
20 	21 	22 	23 	24 	25 	26
27 	28 	29 	30 	31 		

THE LITERATURE CLASS

Outline Studies and Material

CATHOLIC LITERATURE.

A Study of Newman's "Dream of Gerontius."

Literature classes in our Catholic schools should include in their courses for the year systematic study of the masterpieces of great Catholic authors. There are many purely Catholic works of literature that will amply repay study, and the very fact of their Catholicity will tend to the cultivation of the highest and truest ideals. We begin in this number a study of Cardinal Newman's great poem, "The Dream of Gerontius."



By Thomas Swift.

It is more than probable that the wide popularity Newman enjoys as well as the perpetuation of his fame outside of Catholic circles, is due more to his beautiful little poem, "Lead, Kindly Light," than all his other literary works put together. Where thousands have read his *Apologia*, millions have sung his hymn; the intellect admires the one, the heart thrills and responds to the other; the former is personal and particular, the latter universal. Popularly he is a poet of one poem; but where is, let us say, Browning, with his shelf of poetry, beside Newman and his one sacred song, which will be sung as long as the belief in a God remains on earth?

In the splendor of his prose work we are apt to forget Newman the poet; and yet, he has left to the world some remarkable and singularly beautiful poems. If it is true, as Thomas Arnold in his *History of English Literature* states, that "for all the ordinary purposes of prose style, Newman's manner of expression, considered as a singularly direct and lucid medium of thought, has probably never been surpassed," it is likewise true that he has stamped upon his poetry an individuality as strongly marked as that which characterizes his prose.

When his volume of poetry appeared in 1868, a critique in the *Pall Mall Gazette* said of them: "These poems are throughout, and that in a degree as unfrequent in our modern literature as the rich creativeness of Keats and Tennyson, the 'Confessions of a Beautiful Soul.' The heading of this critique was, 'The Poetry of a Beautiful Soul.' What More need be said?"

Newman—The Poet of the Soul.

Newman then is the poet of the soul, and in this lies his strongest charm. His poems grow upon one as he reads; thoughts and beauties, the outcome of a beautiful mind, develop and expand themselves. Familiarity begets appreciation. Any artistic defects are overbalanced by spiritual gifts, and he stands out like a poet who has been taught by the Holy Ghost. His poetry may be limited in range, may rarely pass beyond the circle of religious ideas, but it is always thoughtful, true, intense and inspiring. When we remember that his poems were written at random moments, written only for himself and God, as a recreation rather than as a labor, and with no intention of publication, the question forces itself upon us—what might Newman not have aspired to in the realms of poetry had he seriously and with deliberate intent devoted himself to the highest branch of literature? It was only at the loving and insistent solicitation of his friends that his volume of "Verses on Various Occasions" was published.

There is a distinct charm of individuality in Newman's poetry which makes it like no other poetry. His poems seem to have been written to relieve the fullness of his own soul; they voice the inner workings of his struggles and emotions; they are part of himself. It has been said of him, that while others touched the

"—facile lyre to please the ear
And win the buzzing plaudits of the town,"
"—sang his soul out to the stars
And the deep hearts of men."

For Catholics the poem of Cardinal Newman should have a particular charm, and for this reason we have chosen as our first study in Catholic literature his most pretentious poetical work, "The Dream of Gerontius."

Its History.—The *Dream of Gerontius* is a dramatic poem in the form of a pious fantasy of exceeding beauty in design and execution. It embodies its illustrious author's conception of the last great change through which the soul passes when leaving this world for the world of spirits. It was written in 1865, shortly after Newman had given to the world his "Apologia," and when he was in the full splendor of his marvellous talents and fame. Of this effort he thought so little that he was about to consign it to the waste-paper basket, when a friend, probably doubting that anything from so gifted a pen could be worthy of such a fate, rescued it for the delight of a multitude of readers. It is dedicated as follows:

Fratri desideratissimo Joanni Joseph
Gordon oratorii S. P. N. presbytero,
Cujus anima in refrigerium.—J. H. N.,

which is an indication of the loving regard of the author for the memory of a departed brother. It is dated "All Souls Day," 1865, and was first published in *The Month*, 1868, as an act of friendship to the editor of that publication, and afterwards in his "Verses on Various Occasions."

The Theme.—If any genius of the nineteenth century walked nigh to the great borderland of the future state, it was John Henry Newman. No mind but one steeped in the sweetness of a faith and hope sublime could have so exquisitely conceived a situation in which the soul, released from its earthly tenement, is brought face to face with its Maker and Judge.

Few, and these only of the master poets, have accomplished any analogous task without permitting some parring note to make itself heard or some glaring inconsistency to obtrude itself upon the dread scene. In this poem, Newman not merely satisfies, but delights and fascinates the mind by the simplicity, directness and ease with which he pictures that supreme moment awaiting every soul when it enters into eternity. That the theme had a peculiar fascination for him can not be doubted. The chief purpose of his long and ardent life was the salvation of his own soul at any cost. The hour of death was ever before him, and it seems, therefore, consistent with his life, that he should have been tempted to lift the veil that hangs before the presence chamber of the Most High, and this, not from any unworthy curiosity, but as an inspiration and consolation to himself, and as Fate has willed it, to the millions who should read. For surely the "Dream of Gerontius," without departing from the lines of Catholic doctrine, inspires life anew and robs death of its terrors—harmonizes and reconciles eternal love with eternal justice.

"I want to make you anxious about your souls," were the words he once address to the Anglican clergy, and his biographer, Meynell, thinks that this was the message of his life. This message is, at least indirectly, conveyed by the "Dream of Gerontius." As one reads, he can not altogether keep from the background of this picture of a soul saved the suggestion of outline of a soul that is lost.

This poem is the history of a moment, nay, of the "million-million-millionth part" of a moment, to which all the years and ages of existence are as nothing in comparison and importance, for it holds for each human soul eternal happiness or eternal misery. To crowd the concerns of a lifetime into an infinitesimal fraction of a moment—to make the reader feel this as his eye travels from line to line and page to page—this Newman has done, and done most skillfully and artistically. We read, but we are never disposed or allowed to forget that it is of the one supreme moment of man's existence the poet speaks, upon which all the incidents of the poem center.

Dramatis Personae.

The dramatis personae of the poem and their themes are as follows:

Gerontius—the typical soul saved, voices the hopes and fears of the dying Christian and the departed soul.

Angel Guardian—who is in "The Dream" what Vergil is in Dante's great poem—the mentor and guide to the soul.

The Demons—the fallen spirits who rave in mad hatred and jealousy of man because he was created to fill their place in Heaven.

Choirs of Angelicals—who chant the story of the wisdom

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and goodness of God, as shown in the creation of man to be the champion against the foe in the world of matter and of sense, as the angels were in the spirit world. They sing of man's fall, of the promise of the Messiah, and of man's redemption—of the triumph of grace.

Angels of the Agony—The special pleader before the throne, who entreats by the merits of Christ's passion and death for the souls in purgatory.

Souls in Purgatory—who sing the praises of God even in their sufferings and look with ever increasing joy to the day of their deliverance.

We would here recommend those of our readers who wish to make a special study of this beautiful Catholic poem, to read it through so as to obtain first hand a general idea of the nature and structure of the work as a whole, at the same time making out for themselves a written analysis, which they may compare with the detailed analysis, which will be found in The Journal next month. This method has a distinct benefit in that it compels thoughtful reading, and does not interfere with the appreciation of the literary beauties of the poem. Teachers not having copies of the poem at hand may obtain a recently published school edition of same from Longmans, Green Co., New York.

(To be continued in the November Journal.)

READINGS FROM REMEMBERED BOOKS.

Ruskin's "Lilies of Queens' Gardens."



The purpose of education is the same for both men and women, viz., the acquiring of power which shall be used in blessing and redeeming society; in converting the desert places of human life into gardens of fragrant beauty. For the only true knightship and queenship is that which consists in a stronger moral state and in a truer thoughtful state than that of others. Since education then fits for duty, it is important to consider what are the duties of woman. * * *

The intention in all life is harmony. To produce this harmony in human life, the right understanding and acceptance of the relations of the womanly and the manly mind, their duty each to the other, is essential.

Shakespeare represents women as infallibly faithful and wise counsellors—strong to sanctify even when they can not save.

Walter Scott pictures woman as combining intellectual strength with feminine grace and tenderness, as moved by the high sense of justice, as actuated by fearless self-sacrificing devotion to duty; as animated by such wisdom and self-controlled action as exalts not only her own character, but that of her lover.

Woman's true place and honor then, it to be the guide, the counselor and director of man. But to be capable of this guidance, she must be good, wise and always ready to serve.

The kind of education necessary to fit the girl for this high dignity of gracious womanhood is the next consideration. First, that perfection of womanly beauty may be attained, she must have such physical training as will secure harmonious bodily development. Do not think you can make a girl lovely if you do not make her happy. There is not one check you give to a good girl's nature—there is not one restraint you put on a good girl's nature—there is not one effort, which will not be indelibly written on her features.

The perfect loveliness of a woman's countenance can only consist in that majestic peace which is founded on the memory of happy and useful years, full of sweet records.

Second, she should be trained in habits of accurate thinking. She should become acquainted with the beauty and the laws of nature. Theology as a mere intellectual speculation is best avoided by women; but the higher science of practical religion, they should realize in their everyday life.

A well chosen course of reading in history, poetry and fiction, together with the influence of the best models in art, will give true standards of elevated thought and life.

The true expansion of woman's duty, equally with that of man's leads to service to the state. Lastly, as within the human heart there is always set an instinct for all its real duties—an instinct which you can not quench, but only warp and corrupt if you withdraw it from its true purpose:—as there is the intense instinct of love which rightly disciplined, maintains all the sanctities of life and misdirected, undermines them and must do either the one or the other; so there is in the human heart an inextinguishable instinct—the love of power which, rightly directed, maintains all the majesty of law and life and, misdirected, wrecks them.

Deeprooted in the innermost life of the heart of man and of the heart of woman, God set it there and God keeps it there. For Heaven's sake and for Man's sake desire it all you can. But what power? Power to heal, to redeem, to guide and guard—the sweetening and purifying of human life."

University Students of Europe: During the past year there were 228,732 students at the 125 universities of Europe. Germany led easily with 21 universities and 49,000 students; then came France with 16 universities and 32,000 students, Austria-Hungary with 11 universities and 30,000 students, England with 15 universities but only 25,000 students, and Italy with 21 universities and 24,000 students. Russia and Spain were next on the list, followed by Switzerland, Belgium, Sweden, Roumania, and Holland. Greece, Norway, Portugal, Denmark, Bulgaria and Servia had each one university.

The university at Berlin had the largest number of students—13,884. Then came Paris with 12,985, Budapest with 6,551, and Vienna with 6,205. Thus Paris retains the pre-eminence which it has held since the Middle Ages; but its rivals, Oxford and Salamanca, has dropped out of the race—at least, so far as numerical preponderance is concerned.



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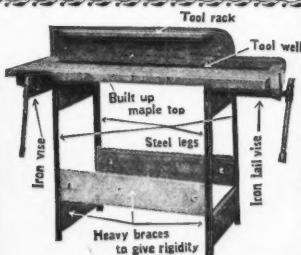
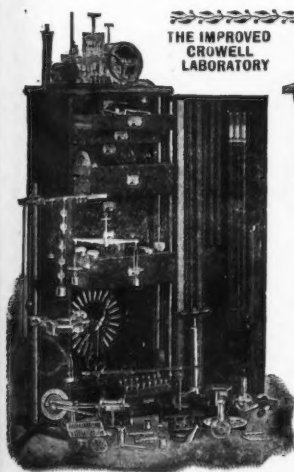
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PUBLISHERS' NOTES.

The 1909 issue of the Catholic Home Annual, published by Benziger Brothers, New York, is the twenty-sixth number of this popular periodical. This number of the Annual is perhaps the best in the series, and that is saying a great deal. The contents present a great mass of judiciously selected matter, calculated to entertain, inform and edify. The book contains all the regular almanac features found in previous issues and many new ones, such as accounts of the special church devotions for each month of the year, etc.

There are seven excellent short stories, among the contributors being Marion Ames Taggart, Anna T. Sadlier, Mary T. Waggoner, Grace Keon and other well-known writers. Among the special articles might be mentioned:

"The Sovereign Pontiff" and the Catholic Hierarchy; Lenten Dishes; The Hierarchy in the United States; Catholic Practice; Events of Importance for the Year 1909; Religious Orders of Men in the United States; Religious Orders of Women in the United States; Catholic Charitable Societies in the United States; Recent Scientific Progress; Catholic Homes for the Aged and Orphan Asylums; Pious Societies, Confraternities, etc., in the United States; Catholic Fraternal and Insurance Societies in the United States.

Mr. Thomas F. Meehan, M. A., the well-known historical writer, contributes an essay, "A Century of Catholic Progress," in which he points out the remarkable achievements of the church in the past one hundred years. The Honorable Maurice Francis Egan, LL. D., United States minister to Denmark, tells the story of Gen. Philip H. Sheridan, the Civil War hero, whose life was as thrilling and adventurous as a hero of romance.

We are always glad to hear from our readers with expressions of opinion regarding the magazine or suggestions as to any features that might add to its interest and usefulness. Our September number seems to have met with appreciation on all sides, judging from the many letters of a commendatory nature that have come to us.

Powers & Lyons have just published a well-edited pocket dictionary that will appeal especially to teachers. The little book

contains 25,000 words, every one of which is syllabicated, marked for pronunciation, defined and the part of speech indicated. In addition to the words the book contains key to pronunciation, rules for spelling, rules for capitals. An appendix contains a great

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The Interstate School of Correspondence, with its unusually strong facilities for giving instruction in the branches required by teachers in Catholic schools, invites Sisters who would improve their education and teaching ability to write for particulars regarding our courses. So far as we know, no one connected with a Catholic school has ever regretted the investment of time and money for instruction under our direction. We aim always to give every student more than good value for the price paid. In one school in Chicago (on the south side) we secured one student six months ago. Today we have eight Sisters in that institution on our rolls; they have recommended our work to sisters in other cities and from the initial enrollment about a dozen students have come to us. This is only one instance; our methods of work and the fidelity with which the interests of students are safeguarded always bring us a number of new friends from each enrollment.

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Catholic School Journal—Oct.

deal of statistical and useful information. Cloth bound copies of the book, 25 cents; Morocco, 50 cents. Powers & Lyons, 378 Wabash Avenue, Chicago.

Last month we offered at a bargain price a Smith Premier typewriter taken in advertising exchange. This machine has been sold. We have now an opportunity to get two more similar machines on an advertising deal and if there are any other of our readers looking for a good typewriter at the bargain price of \$35 we would be pleased to hear from them at once. These machines have been put in first-class condition, both as to working order and appearance, and will give the same satisfaction as a new

\$100 machine. If you are considering the purchase of a machine write at once to The Catholic School Journal, Milwaukee, Wis.

Several interesting and valuable personal letters enter into the sketch of "Robert Fulton in France" in the October Century, one of which offers indisputable proof that Fulton was the first to suggest the Erie canal. The story of Fulton's experiments with the first submarine torpedo boat is told in these letters and additional text by his great-granddaughter, Alice Cray Sutcliffe, who calls attention to the fact that those who have criticised his aim of securing "a lasting peace" by means of a destructive agent, the torpedo boat, a weapon designed to cause

wholesale ruin and devastation, should remember that he was animated by the hope that so powerful an instrument in the hands of a righteous nation would ultimately put an end to all warfare on the seas.

Episcopal Parish School.

Cincinnati has now an Episcopalian parochial school. The movement outside the Catholic church in favor of religious education has thus crystallized in practical action for the first time, so far as is known, in this state, and almost for the first time anywhere in the country. There are a few Episcopal schools in the United States, but most if not all of them are high-class, private schools of a rather expensive and exclusive

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character, and not intended in any way to offset or take the place of the public schools.

This Episcopal parochial school is in connection with St. Paul's Cathedral, and St. Luke's Church, Cincinnati, and opened on Monday of last week. In the letter of announcement issued to the parishioners it is stated that the school, which is to be conducted at the cathedral house adjoining St. Paul's cathedral, will give the children "the regular secular instruction given in the pub-

lic schools and also train the children in church catechism, the Bible and the principles of the Christian religion, and will endeavor to bring to bear upon them that moral and refining influence which they cannot get in the public schools, from which the Bible and religion are banished."

Distinguished Woman Doctor to Enter Sisterhood.

According to a press dispatch from Bos-

ton, Dr. Laura A. C. Hughes applied for admission as a novice in a convent, and her application has been accepted. Early next spring Dr. Hughes will enter her novitiate. She will join the Sisters of the Holy Cross, whose mother house is at South Bend, Ind.

At first it was the intention of Dr. Hughes to devote her life to the cure of lepers, but early association drew her to the South Bend community.

Dr. Hughes is the best known woman physician in Boston. As a surgeon her patients have numbered members of the exclusive society of the Back Bay, and she has given her services free to the poor.

She first studied medicine with Dr. Mary Stafford Blake, a famous physician. She took a four-year course in Tufts and followed the regular course at Tufts with a full post-graduate course. After this she went abroad and studied in Berlin, Vienna and Rome.

Added to Mount St. Mary's.

The new \$80,000 building of Mount St. Mary's seminary at Emmitsburg, Md., was dedicated Sept. 9 by Right Rev. P. J. Donahue, bishop of Wheeling, in the presence of the faculty of the seminary and college.

The building is a handsome five-story structure, and contains seventy-five rooms. At the institution this season there will be 58 students in the college, 48 in the theological department and 10 students of philosophy.

MacManus at Notre Dame.

Seumas MacManus, the Irish poet and novelist, has been appointed special lecturer in English at the University of Notre Dame, Indiana. Mr. MacManus is to give a course of lectures which will run for one month of each session, and a special series will be devoted to the art of story writing; but generally he is to be allowed to range at pleasure over the fields of poetry, fiction and folklore.

Erects Monument to Catholic School Teacher.

There has been recently erected in Birmingham, Ala., a monument to a public school teacher. This is said to be the fourth monument erected to American women in the United States, the others being Washington's mother, Mary Ball Washington; Frances E. Willard, president of the W. C. T. U., and "Margaret," the Irish New Orleans philanthropist. It is a remarkable fact that two of the four women thus honored were Catholics.

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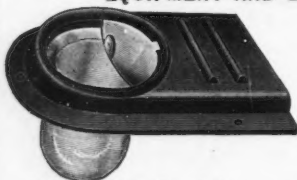
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At the unveiling of the monument to Miss Mary A. Cahalan in Birmingham, her pastor, Rev. James B. Coyle, of St. Paul's church, offered the opening prayer; a Presbyterian minister recited the benediction at the close; the superintendent of public schools made the presentation address, and the mayor the speech of acceptance.

The monument stands near the fountain in the center of Capitol park, and there thousands of school children gathered and sang and scattered flowers. The shaft represents the teacher with her right arm thrown over the back of a chair and the left clasping an open book. The monument is of marble, and is ten feet high. The inscription reads: "Mary A. Cahalan, Teacher."

Catholic College for Italian Boys.

Through the generosity of Mr. John J. McGrane, of Brooklyn, the Salesian Fathers of New York city have acquired a beautiful building at Howthorne, N. Y., which will be used as a college for the education of Italian boys. The property is valued at \$45,000, and the entire amount for its purchase has been donated by Mr. McGrane. It is located about five miles north of White Plains, and comprises fourteen acres of land. There are a number of buildings on the property, but the main building is especially adapted for use as a college, having been used for that purpose by a Protestant body. The main building is 200 feet long, and commands a view of the surrounding country for over twenty miles in all directions. The building is constructed of brick and brownstone.

Home for Working Boys.

It is proposed to spend \$80,000 for the erection of a new building for the Chicago Working Boys' Home at Jackson boulevard and Center avenue. This is a project that has the warm support of Archbishop Quigley, who, a little over two years ago, placed the Rev. C. J. Quille in charge of Catholic charities.

The new building will be fireproof, have a capacity for 200 boys, and built along lines that will make it more like a home for the boys rather than an institution. It will include a gymnasium, bath rooms, swimming pool, airy dormitories, reading rooms and refectory.

Will Go to Belgium.

Very Rev. Joseph Juliotte, provincial of the Brothers of Mary in the Sandwich islands, accompanied by Brother James, are now in this country, and will make a visit at the provincial house at Dayton, O. Father Juliotte is on his way to Belgium, where a general chapter of the Brothers of Mary will be held at Courtral in September. Brother James will return to Honolulu after a visit at Dayton.

Sister Beatrice, of the Sisters of the Sacred Heart in charge of the boarding school at Honolulu, left at the same time for Paris, where she will take up work in a convent there. She has been in Honolulu for thirty-six years.

Demand for Irish Nuns.

The American demands for Irish nuns yet goes on. Mother Columba D'Arey, superior-general of the Sisters of Charity of the Incarnate Word, Galveston, Texas, will be in Ireland during July and August, in search of subjects for her order in America.

Novices From Germany.

After a long trip by land and sea, twenty-one young women from Germany arrived at Maria Stein, Mercer county, Ohio, recently, to enter the novitiate of the Sisters of the Precious Blood.

Japanese University.

The Japanese Catholic University under the direction of the Jesuit Fathers will soon be opened in Tokio. The Fathers engaged are Rev. James Rockcliffe, from Buffalo, U. S.; Rev. Joseph Dahlmann, Luxemburg, and Rev. Louis Boucher, late rector of Siccawel, Shanghai.

THE DANGER OF DUST IN SCHOOLROOMS.

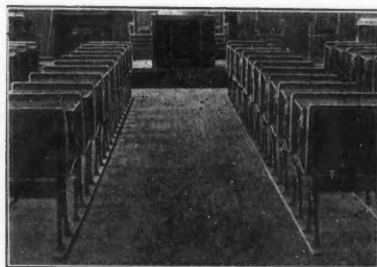
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Disease germs multiply with exceeding rapidity. A single germ falling on fertile soil will, in an incredibly short space of time, generate millions upon millions of its kind. These micro-organisms are found by the million in dust, so that every current of air causes the dust to be set in circulation, and with it the countless myriads of living germs that are such a menace to health.



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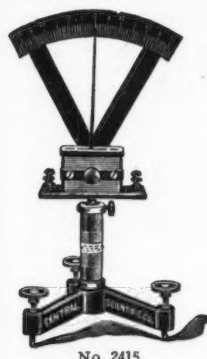
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Actual work in the construction of Chicago's new million-dollar university, Loyola, has been started by a force of workmen who have nearly completed the foundation for the first of the group of buildings planned for the big Catholic institution. This is the academy building, situated near the center of the sixteen-acre tract bought by the Jesuit Fathers for \$160,000. The contractors promise to have the building under roof by Christmas, when the faculty building will be started.

The United Holy Name societies of Jersey City have won a signal victory for the Catholic schools of that city. The board of education essayed to deny certificates of admission to the city high school to properly-qualified graduates of the Catholic schools. The Holy Name societies made an issue of the matter, being bitterly opposed by the Junior Order and other anti-Catholic bodies. So stubbornly did the champion of right maintain their cause that the board has backed down and hereafter the Catholic graduates will have no opposition for entrance to the high school. "In union there is strength."

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